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ABSTRACT

A 2-day conference jointly sponsored by the American Home Economics Association and the American Vocational Association was attended by approximately 400 home economists who sought to determine new directions for vocational home economics. Some presentations were: (1) -The Cooperative Role of AHEA" by D. Hanson, (2) "Vocational Home Economics in the Real World" by M.D. Huff, (3) "The Year 2000 May Come Early: Home Economists Must Dare to Dream" by M.E. Hunt, (4) "New Dimensions for Home Economics" by E.M. Ray, (5) "Vocational Home Economics: Postsecondary and Adult Programs" by B.G. King, (6) "Challenges for Home Economics Teachers in Secondary Education" by M.D. Stogner, (7) "Current Challenges for Vocational Home Economics Urban Programs" by C.D. DiScipio, (8) "Priorities for the 1970's" by M. Reel, (9) "Current Challenges in Home Economics Education Research" by J.I. Dalrymple, (10)"The American Women Today" by E.J. Simpson, (11) "New Rhetoric for the Same Ideas or New Opportunities" by E.D. Koontz, (12) "Services to the Poor: New Trends and New Directions" by S.P. Simonds, (13) "Vocational Home Economics in a Trillion Dollar Economy" by R.C. Pucinski, (14) "Current Status of Vocational Home Economics" by M.L. Hunt, and (15) "Trends in Family Life" by C. Broderick. (SB)

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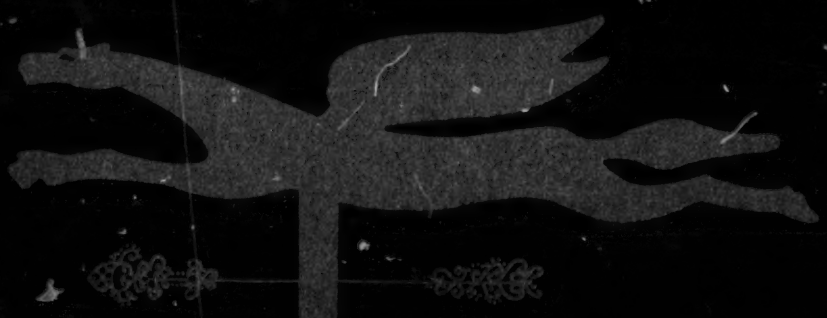

new directions

for vocational home economics

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report of
a national conference
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the american vocational association
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washington, d.c.
january 22-23, 1971

HOME ECONOMICS PLANS NEW DIRECTIONS

XENIA F. FANE
New York City
Board of Education
January, 1971

Home economists from all sections
Meet to plan our new directions
In a decade of decision
Home economics undergoes revision
Interdiscipline in part
Still unique with home at heart
Family life our first concern
Management which all can learn
Child development and care
Foods, nutrition, clothes to wear
Consumer knowledges and skills
Form relevance which home economics fills
Environmental education
Training for an occupation
Within the context of our times
Home economics thus is redefined
Broader in scope and ever growing
Since the days of cooking and sewing.

INTRODUCTION

Are there new directions that persons in vocational home economics can and should pursue? Approximately four hundred home economists sought answers to this question at a national conference held in Washington, D.C., January 22 and 23, 1971. The consensus was affirmative and enthusiastic, for the opportunities presented were varied and wide in scope.

The conference was sponsored by the Home Economics Division of the American Vocational Association in cooperation with the American Home Economics Association. Participants included teachers of homemaking—consumer education, teachers of home economics related occupations, state supervisors, local supervisors, teacher educators, and deans of home economics from colleges and universities. The group also included representatives from service organizations, businesses, and publishers of textbooks and periodicals.

The theme of the opening session was possibilities for programs at all levels. The challenges presented by a group of leaders in the field focused upon postsecondary and adult programs, high school programs, urban needs, Future Homemakers of America, and research. The current socioeconomic issues that were highlighted included women in today's world, services to the poor, job opportunities, a trillion dollar economy, and family life. The papers included in this publication result from these presentations and from the summaries of discussion groups.

ALEENE A. CROSS
Vice President, Home Economics Division
American Vocational Association

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THE COOPERATIVE ROLE OF AHEA

DORIS HANSON
Executive Director
American Home Economics Association

There is a cartoon in this week's *Saturday Review* showing a board of corporate directors seated around the board room table. In the caption, the chairman is reading a message: "Here's a letter from a stockholder who is profoundly impressed by our institutional image; but he wants to know what we make."

The cartoon reminds me more than a little of our own situation at AHEA. The board of directors gets the question more often than you can ever guess—AHEA is a good organization but what have you done for teachers lately?

Cooperating in sponsorship of this meeting is one of the steps we are taking to give a specific, tangible answer to that question. AHEA is interested in teachers, teacher educators, and supervisors, and we intend to give substance to that interest.

You will see other evidences as the year 1971 goes on and many of you will be involved in creating the action.

We've worked with AVA many times over the years in the interest of home economics so it seems very natural to me that we're exploring together new directions for vocational home economics. And I know that most of you couldn't say at this very minute whether you're here as an AVA member or an AHEA member. It's a little like the Washington cab driver who tells about the difficulty of driving early in the morning or during the five o'clock rush hour because so many people get in the cab and give the address of the place they are. He says they can't remember whether they're at home trying to go to work or at work trying to go home.

Betty Ray is the chairman of our teacher education section but she's also something in AVA. So when she said she was coming in yesterday to work with Aleene on today's meeting, I didn't have the heart to ask her if this was related to her responsibility with us or as part of AVA. Aileen Erickson, who is our chairman of the ESAS section, is of course a loyal AVA worker.

The main point I'd like to make is that regardless of the hat we are wearing, we have a common purpose and a very significant one in these two days. There are four and a half million high school pupils out there waiting to hear what we have to say. There are quite a few adults—and 83,000 college students.

That's just this year. If those numbers make you feel weary or down-trodden, you had better know that the rate of acceleration, at least at the college level, is like nothing we've seen in years and years.

The decade of the 1960s saw an increase of 95 percent in home economics degrees granted. During the last two years the increase was greater than for the university as a whole, and greater than for all women or for all men enrolled in our universities.

A recent study by the Educational Testing Service shows that 11th-grade girls regard topics from the home economics subject area as their number one area of interest.

So what are we going to do with this great resurgence of interest in home economics? How can we combine this beautiful display of enthusiasm for the field with the challenges society is asking us to do something about?

You 400 represent a cross-section of the best leadership we have in the field. I believe it's going to be a very inspiring and productive time together. We're glad you're here.

WELCOMING REMARKS

LOWELL BURKETT
Executive Director
American Vocational Association

It is indeed a privilege to share these few moments with Dr. Hanson in welcoming these distinguished leaders in the field of home economics education to this national conference to explore new directions for vocational home economics. The spirit of cooperation between the American Home Economics Association and the American Vocational Association has been longstanding and I am sure that the cooperative efforts of these two great national professional organizations will once again yield great benefits to the youth and adults of this great nation.

Vocational home economics is one member of a large family of vocational education programs designed to serve the occupational education and training needs of a major portion of our society. Vocational home economics is not only essential to the economic well-being of our nation but also plays a major role in shaping our social order. There is no more important vocation than that of maintaining and improving the quality of life through the home. The dual role that women play today in homemaking and wage earning has complicated and broadened the scope of home economics education. Business and industry have turned to management by objectives as a means for making their operation more efficient. This technique is not new to women who manage the home and at the same time work in a wage-earning occupation. They may not write down their objectives and affix a numerical evaluation, but nevertheless this technique must be applied to perform their dual role.

Personally, I see vocational home economics education expanding in terms of its impact on consumer problems, family living, and preparation for employment in occupations closely allied with the services which formerly were found in the home. However, your objectives must be clearly stated in measurable terms, where possible, and programs designed to meet these objectives. Yes, indeed, there is a need to explore new directions in vocational home economics as in every field of vocational education. But these directions must be clearly charted and lead to a specific destination. Vocational education, perhaps unlike many other phases of education in the past, has had a clearly defined pur-

pose of occupational preparation and upgrading. Of course I define occupational preparation and upgrading broadly to include those values and truths essential to society.

Vocational home economics education is a program of education that should not necessarily be confined to a single institution such as the intermediate and secondary school. Vocational education is a program of education from the cradle to the grave. The needs of the individual vary by age and level of educational attainment. Postsecondary institutions must be utilized to expand our vocational education opportunities. I challenge you to explore the many possibilities within and through these institutions to expand vocational home economics education. These, along with our secondary schools, must do more to help those who are out of school. The great challenge still fully unexplored and underdeveloped is in adult vocational education.

The American Vocational Association is dedicated to the improvement of vocational home economics education as well as all other fields of vocational education. We are concerned with direction, expansion, improvement and public commitment to the program. We have played a major role in keeping vocational home economics education in all federal vocational education legislation since 1917 and will, with God's help and yours, see that it continues to be included in the future.

We alone, as a staff in Washington, cannot do the entire job. It is up to you, as home economics educators, to define your objectives in light of social and economic needs to which you are capable of making a major contribution, and then to develop the procedures to accomplish them. Your program must then be interpreted to policy-making bodies in government and education as well as the general public.

The time has passed when any one field of vocational education can go it alone. We, in vocational education, must join hands with others who wish to have our objectives accomplished and, as stated in the old Hindu proverb, "Help thy brother's boat across and Lo! thine own has reached the shore."

I welcome you here on behalf of the American Vocational Association and wish you the best as you explore new directions in vocational home economics education. If you have the time, stop by the AVA office and visit us at 1510 H Street, N.W.—just three blocks away.

VOCATIONAL HOME ECONOMICS IN THE REAL WORLD

MARIE D. HUFF
State Supervisor, Home Economics Education
Jefferson City, Missouri

Vocational home economics for the real world must have realism of purpose, of fulfillment of purpose and of effectiveness in preparing individuals to perform in home and family service occupations. The vocational home economics of the real world constitutes a diversity of service occupations of which homemaking is the greatest—the people-sharing occupation—the "uncola" occupation. The job analysis for this occupation would scare most entry-level aspirants if it were not for the aura of romance that enshrouds and enriches it.

Homemaking and home economics related occupations must go down the road together for they cannot be separated. One supplements and enhances the other. The similarities are greater than the differences; with a slight shift in emphases one can become the other. Educational planners in cooperation with family members and aided by sociologists and scientists must determine the job analysis taking into consideration the aspirations, expectations, problems and tasks of persons comprising the groups to be served. Some needs will be readily evident: others will escape until the gaps make them noticeable.

The emerging tasks of the human family include the many intricacies of:

Procreation—child bearing, rearing
Protection—physical, legal
Provision—economic support, essentials for living
Nurture—food for physical, spiritual, emotional and intellectual growth
Regulation—behavior, resources, priorities
Perpetuation—values, goals, ideals, traditions
Shock absorption—the hurts, the battered dreams, the impact of crises
Socialization—relationships, ethics, morals and manners
Companionships—affection, sharing, enjoying each other
Communication
Recreation
Utilization—managing and using one's resources creatively
Decision making—the entire problem-solving, decision-making process

It is easy to criticize our students; students are openly critical of their teachers and the educational system. Can we honestly say the curriculum is based on what they want out of life and is helping them to find acceptable ways of achieving these goals?

I am not worried about the "service" education. Never have youth been more service-minded. State FHA officers in Missouri interviewed 64 teens from many ability levels and walks of life to determine what they wanted from life. This limited study revealed: a satisfying career, a marriage and family, happiness, giving and receiving love, a good education, reaching personal potential, making a contribution to the world, serving others, living fully—enjoying each moment, some excitement, personal and financial security, freedom, faith, inner peace, and acceptance and respect of friends. Only a few said a good home and car. Some of the boys mentioned success. Are not these aspirations compatible with your dream of the home economics program of the future?

As I converse with youth and adults, it seems to me that each is seeking a better life. It is an upward and onward search for personal fulfillment. For this

reason, I believe we have an obligation to expose youth to the elements of a better life and to help them identify ways to move from where they are to where they want to be. I believe people are hungry for beauty and that we have an opportunity to help them discover the beautiful. It bothers me when I hear of baring the classroom of everything "nice." Cannot we teach people to find satisfaction within their present surroundings while setting goals for an improved environment? I am personally grateful for teachers who taught me the beauty of language, of nature, of the home and of human relationships. One may never own the Hope Diamond, or even aspire to, but perhaps life is enriched because we have seen it or touched it.

Vocational home economics has been blessed with leaders of great vision and courage. Many of the program features we take for granted are considered innovations in other fields of education such as home and parent contacts, parent-pupil-teacher planning, practical application of classroom learning, "hands on" experiences, individual counseling and leadership development through a youth organization. Our latest experience in the realm of related occupations has shown us the way to add greater realism and meaning to vocational home economics.

Although our experimentation with eight required semester offerings has added greater dimension to vocational home economics in the state I represent, I believe that after six years of experimentation, I would draw in and condense to the following areas of study: human development, shelter and environment, foods and nutrition, and clothing. Within these broad categories we could continue to teach all we do at present, and schools, especially small schools, would be served just as effectively. There is ample opportunity in each category to teach job skills, management, consumer education, art appreciation, health, safety and relationships. There are the connecting links which lend strength, dimension and excitement.

The wide gamut of offerings and the limited preparation of most teachers to teach depth courses, coupled with the complexity of student placement and scheduling problems, provide many headaches for local administrators and for the teachers themselves. There is a constant dipping into the pot of knowledge that boils hottest—ecology, sex education, drugs or whatever is current—by every discipline, so that students are soon saturated and resist the repetition. The many preparations drive teachers up the wall! In each offering, opportunities should be provided to acquaint students with the various careers associated with that particular area of home economics. This should include jobs at all levels and should extend into the professions. Some students will desire job skills to earn a living, others to work their way through college.

All participating schools would be funded, but according to the quality of program. The formula for funding would include number of persons served; desirable facets incorporated such as home contacts; nature of offerings; preparation of the teacher, and other established criteria. The narrow program would qualify for limited funding; the choice of curriculum package would become a local decision. Such assessment would require mechanical methods to conserve staff and secretarial effort.

Professional personnel would be employed to extend the program into the community through telephone service and mobile or satellite units where student assistants could assist in teaching learners outside the school such as adults, pregnant students, and those with special handicaps preventing them from attending regular classes. Funds could appropriately be expended for rentals and equipping these facilities with tapes, records, machines and other resources which invite group or individual pursuit of learning. Special aids could be purchased to help students profit from learning—articles students could not afford but desperately need to be successful. Equipment for loan or low rental would be available to take home. In the real world, homemaking education should be extended into the 13th and 14th years in every junior and community college so that young couples receive a chance to study family living together. For many, the junior college provides "second chance" education.

The teacher originates from several sources—the college graduate in home economics education and the professional subject matter specialist who is retrained for teaching in educational psychology and methodology. Other professionals are living in each community and can add greater dimension to the home economics program if given an opportunity. We shall continue to use teachers from the business and industrial realm who possess a high degree of skill, but I visualize educational leadership invested in the educated person. All educators, to give realism to teaching, will have held a paycheck occupation related to home and community service occupations. Those teachers including teacher educators and supervisors, without such experience will be expected to acquire it.

Preparatory periods for teachers will involve more dramatics, psychology, anthropology, and ecology. Field experiences in lieu of student teaching are on the horizon. We are rapidly saturating the schools with student teachers. Field experiences may include work with other professionals in home economics, welfare, business, industry, health, recreation, government agencies and institutions in this country or in other countries. I envision stipends to make these added features possible. Field experiences will be introduced earlier in the training period so students can make adjustments prior to entering the profession. Centers for cross-cultural living will become a part of the preparatory period and will replace or enrich the time-honored group management experience. The centers will be open to men as well as women. As we gain skill in appraising human potential we shall increase our competence to capitalize upon the individual talents of students to enhance their educational experience. The ability to make music, devise games and puzzles, draw or dance, mimic or wise crack, dramatize

or rhyme can be utilized to give excitement to learning.

Students will be admitted through educational gateways because they have come to learn and will enter at face value without the personal pain inflicted through admitting on questionnaires the inadequacy, the shortcomings and previous failures which they have known. Teachers will polish their vocabularies relating to other human beings by eliminating such words as dropout, ghetto, and "those" people.

Schools will be in session around the year with students and teachers permitted 40 days of annual leave to pursue personal and family activities. Professional holidays at pay will permit professional participation and growth.

As we look to the real world, we need to inventory our assets and admit our deficiencies.

Let's look at some of the things we have going for us.

—Every student regardless of age, ability or station in life can profit from home economics.
—Home economics forms a closer link between general education and the field of work, between school and home, than any other discipline.
—Home economics has diversity as well as depth.
—People enjoy the human and social service appeal of this field of study.
—Home economics has loyal and supportive friends.
—Home economics has been a pace setter in the total education program.
—Future Homemakers of America offers a living example of our profession.

Factors that present problems are:

—Homemaking and family service involves a private domain.
—The dual role presents a specific set of pressures on the family and affects the professional teacher assuming such a role.
—Every happening makes an impact on the human family.

Although admittedly vital to community life, many of the occupations related to home economics do not presently enjoy high status and adequate remuneration for workers. As professionals who are consumers of human service, we can help bring dignity and status to these jobs.

Home economists have an innate desire to be everything to all people, to assume tremendous responsibility in order that the service be made available. This overloads the professional and keeps us from achieving a distinct focus in our objectives. We lack skill as a group in influencing the policy makers regarding our worth and the magnitude of our accomplishment. We are still sensitive to the frill fracture we suffered a few years ago; thus we frequently apologize. And perhaps home economics teachers are too busy doing a good job at growing to spend much time crowing.

THE YEAR 2000 MAY COME EARLY—HOME ECONOMISTS MUST DARE TO DREAM

MYRTLE E. HUNT
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Pinellas County, St. Petersburg, Florida

The future is tomorrow, and while we may not be able to predict accurately for the year 2000, we can foresee, with considerable clarity, conditions of the immediate future, because they are, in part, already with us. A perceptive look at the present will help us gain insight concerning the world of tomorrow, and to identify the major problems which our young people will experience in the course of their life cycle.

The 20th century has been characterized by deep and rapid change, and there is little reason to believe this pattern will be any different in the three remaining decades. This phenomenal rate of change has created unusual tensions in the youth of today. They live in a different world from the one we knew as we were growing up, and as they move forward into adult life, they will know still another world. Things are changing too rapidly for them to conceptualize, generalize and apply new knowledge to problems of everyday living. This presents a challenge to us, because in every phase of home economics, our ultimate aim is to help individuals and families develop fundamental competencies which assure a happy and productive life, and people will find satisfaction in living only to the extent of their ability to deal effectively with the needs and circumstances of their times.

The first 1970 census figures released have revealed a pattern. The pattern is one of continuing growth—growth in numbers, growth in wealth, and growth in social complexity. The simple life no longer exists! Everyday living challenges the full limits of our ability to understand and plan effectively. Citizens in our modern society are constantly subjected to technological, social, political and economic changes. We are confronted with the largest body of knowledge ever to exist. Resulting conditions leave us confused and unable to cope in a social structure which requires conformity in both thought and behavior; for if we conform, we lose our identity—and if we do not, we become social outcasts. This crowding of the limits of understanding is a threat to individuals and to families, and a charge to home economics. Our programs and our services must change. Yesterday's best is not good enough—it is, in fact, dangerously inadequate.

Undue emphasis on acquisition of material wealth and military power is resulting in a loss of common values. A loss of community spirit and a feeling of aloneness prevail. Every person on earth faces the daily threat of war and complete annihilation. We also live in constant danger of being exploited by techniques of motivational psychology, because in recent years, psychological research has revealed more knowledge and understanding of human behavior than ever before known to man. Unfor-

tunately, the advertising profession has made better use of this information than those of us engaged in education.

A lack of purpose in living is causing many to become bored and dissatisfied with their lives. Mental institutions are full of people who found they could not cope effectively with society—and unfortunately, so are detention homes and prisons. There is every reason to believe the emotional disturbances which lead to serious mental disorders and crime will continue to rise in the years ahead.

Some change is as vital to the health of society as too much is damaging, and some people seem to acquire the ability to handle a greater degree of change than others. Indeed, some people seem to require a considerable amount of change in order to function at their best, while others are deeply threatened by even minimal amounts of change. I sincerely believe the ability to withstand intensified change over prolonged periods of time, without losing one's ability to deal with the resulting frustrations, is directly related to the quality of home and family living and the development of sound interpersonal relationships early in life. Children first learn to communicate and to deal with their human emotions in the confines of the family. This skill is later transferred to problems encountered in society at large.

The family has been referred to as the "shock absorber" of society, its main function being the provision of a stable place to which the bruised and weary can return after doing battle with the world. To the extent home economics can help build a family life structure of this type, we will be able to justify our existence in the future.

There is a wide variance of opinion among experts concerning the fate of families in the future. Social scientists have had a rare time speculating about the role of the family. Ferdinand Lundberg, author of *The Coming World Transformation*, says families are "near the point of complete extinction."[1] Psychoanalyst William Wolf concurs, saying, "The family is dead except for the first year or two of child raising," and also predicts that "this will be its only function."[2]

Alvin Toffler, in his book, *Future Shock*, says, "Both sides in this debate may be wrong," and, "The family may neither vanish nor enter upon a new Golden Age. It may, and this is far more likely, break up, shatter, only to come together again in weird and novel ways." He feels that rapid social change will force man "to experiment with novel family forms" and says, "Innovative minorities can be expected to try out a colorful variety of family arrangements."[3]

Faced with rapid social change and the staggering implications of scientific revolution, it seems reasonable to assume that families of the future will be forced to change. This is not a new concept. Families have adapted and changed before. In the early years of this country, not only did the typical family have a large number of children, but it was not unusual to find grandparents, aunts, uncles, and even cousins—living under one roof. These "extended families" were convenient and sometimes necessary in an agricultural economy. They did not, however, lend themselves to mobility, and when industrialism required large numbers of workers to become increasingly mobile, the make-up of families changed. The extended family was streamlined to the point where it included only the husband, wife and their children. The economy of the future will require even more rapid and widespread mobility of workers, and this factor, coupled with the new birth technology, is certain to change the structure of family life.

In the future we will see more couples choosing to remain childless or remaining childless until they reach an early retirement age when it will be possible for them to provide the stability necessary in the rearing of children. Others will elect to permit professional parents to rear children, and this will be an act of love, not neglect or rejection—because the rearing of children is the only profession remaining in the hands of amateurs.

More individuals will elect to remain single, but this does not necessarily mean they will remain childless. Divorce will be socially acceptable and easier to obtain so long as provision is made for the children. Group marriages and other types of communal living will be an accepted way of life for some, and geriatric group marriages will help solve many of the problems senior citizens face today. Marriage between partners of unequal age will also be more common.

Home economics, in the world of tomorrow, will help individuals and families to solve problems created by these and other changes. The real problem will not be to suppress change, but to teach people to manage change. In order to do this we must anticipate changes and learn to package them in digestible hunks!

We have just begun a new year—another step toward the future—whatever that may be; and we cannot afford the luxury of stopping to reflect on the past or even the present for a moment too long, because if we do, we will already be well into the future—and there find ourselves totally unprepared for the tasks before us. Change is rapid and real—it cannot be long ignored.

Home economics has been a respected and widely accepted field of study for many years. Only in recent decades have our purposes, our programs, and, at times, even our right to exist been challenged. Why has such a stable and important educational discipline been subjected to so much criticism? Surely home economics, more than any other discipline in education, has something to offer every citizen. All will be homemakers, most will be parents, and all will live in a society which demands mastery of consumer and social skills in order to adapt and function. There are many reasons for this current dissatisfaction, but perhaps they are all rooted in the seeming failure of the structure of American family life. Are we being unjustly blamed for the "decay" of American society or have we become the scapegoat for all of education? And the most nagging question of all is, how much of the

blame really does belong on our doorstep?

Many will say we in home economics are no more responsible than those in other disciplines. However, we cannot accept this as pure truth, because we know the responsibility for preservation of solid family life in America is now, and always has been, our major function and our most important reason for being! This is the unique contribution of home economics, and if we have failed to keep our goals, objectives and learning experiences in keeping with the needs and interests of an ever-changing society, it is not surprising that we are losing the respect of the public.

We know the objectives designed for the domestic science courses of yesterday will not suffice for our consumer and homemaking programs today, and we also know both will be inadequate for students of home economics in the future. However, when change is planned, we must cut, prune, develop and cultivate our professional offerings with great care. We must preserve what is useful and cut heavily in areas lacking relevancy, but we must not be overly enthusiastic in our efforts to discard the old—history has a nasty habit of showing us the error of our ways!

Some years ago we decided to de-emphasize the teaching of skills and to teach more theory. We set out to prove to the world that home economics was more than "stitching and stewing!" There is little doubt that we were overreacting to constructive criticism. We started stressing management, housing, nutrition, textiles, and a host of other highly theoretical courses—and what is more, we were downright apologetic when *caught* teaching the accompanying practical arts of cooking, sewing and housekeeping.

Are we perhaps now, in the decade of the 70's, mature enough as a profession to admit what we have always known—that the practical arts and skills are integral parts of home economics and should not, nor should they ever have been, separated from the theory? It was in this futile attempt to separate skill from theory that we sterilized both and made both impotent and irrelevant. And perhaps it was here that we inadvertently made our contribution to the present attitude concerning the value of work done with the hands. We can also be partially blamed for perpetuating the stigma attached to the statement, "I am only a housewife!" And are we also responsible for the fact that everyone wants a maid and yet no one wants to perform this valuable service for another?

I do not mean to imply that those who criticized us for "stitching and stewing" were completely wrong. They were, in all too many instances, too nearly right for comfort. We had permitted the cooking and sewing aspects of home economics to become our stock in trade because they were the most visible parts of our program. We did not take the time to tell the world about the balance, and when faced with criticism, instead of "telling it like it really was" we stopped stressing mastery of skills—except as they were incidental to some point in theory—and when this happened, we took the heart and the love out of home economics. We tried to make it a cold science, and it is not! It is a warmly human science, and I thank God the pendulum swings both ways.

Later we developed what we elected to call comprehensive courses, and they were all-inclusive —allowing us to dabble in everything, but not requiring us to turn out students who were proficient in anything! We thought so much of our profession we tried to tell the world we could teach it all in one comprehensive course—sometimes only a semester in length. At the same time, math and science teachers were declaring to parents and school officials that they could not teach all of their curricula—even if they started in kindergarten. It is small wonder many lost faith in what we were doing.

We have still another divine masquerade which must go before it too causes us real trouble. I am speaking of the highly artificial division of our professional efforts brought about by a myth which has caused us to live in two different houses for several years—vocational and non-vocational home economics programs. Homemaking is among the noblest of vocations and I refuse to believe an informed American public will elect and continue to support politicians who maintain that a full-time wife and mother, doing her job well, is of less value to society than a trained day-maid performing the same service for pay from 8:00 a.m. to 5:00 p.m.—and that therefore one program is more deserving of funding than the other!

All of home economics is vocational education, as indeed, all education is vocational education; it is education for that most complex of all lifetime vocations—*living!*

However, let me move forward from this point with haste, before you have time to label me as a "traditionalist!" Really, nothing could be further from the truth. I am simply saying that we have watched the pendulum swing radically in favor of the skills and then almost completely away and now we are seeing a return to the skills. Our current challenge is not to replace theory with skills, but to find ways to wed skills and theory and keep them living in wedded bliss with full recognition of the fact that this marriage, not unlike other marriages, will be subjected to many periods of adjustment and change. This ability to adjust and change will be vital to the survival of home economics.

We are here at this conference to consider and dream about the future of home economics. The past is over and done, and the present will be the past tomorrow. The future, therefore, is all that belongs to us and we must begin to shape it today!

Home economists will be many things to many people in the decades ahead, but no single home economist will be expected to be "all things to all people." Our profession will find increasing need for specialization. In this complex, fast-moving world with its vast wealth of new knowledge, we will not expect any one home economist to have all the information and skills needed to function efficiently

in what really amounts to a large number of highly specialized professional and semiprofessional areas, and we will not expect our home economics teachers to teach all they know in one "comprehensive" course.

A totally new approach to home economics is needed. We must become a flexible and evolving profession—a profession rededicated to the service of mankind, because the 21st century has been lauded by many as the time when man will truly become his brother's keeper. In general, the year 2000 is seen as the beginning of most altruistic and socially desirable change, but I wonder if we must wait three decades for such wonderful and desirable events?

Charles A. Reich, in his book, *The Greening of America*, says:

> There is a revolution coming. It will not be like revolutions of the past. It will originate with the individual and with culture, and it will change the political structure only as its final act. It will not require violence to succeed, and it cannot be successfully resisted by violence. It is now spreading with amazing rapidity, and already our laws, institutions and social structures are changing in consequence. It promises a higher reason, a more human community, and a new and enduring wholeness and beauty—a renewed relationship of man to himself, to other men, to society, to nature, and to the land. This is the revolution of the new generation.[4]

Writers and philosophers have dreamed of utopian communities in which universal brotherhood and good will are to prevail within cities built by the most advanced forms of scientific technology. This international city of the future has been consistently relegated to the 21st century, but such cities are already beginning to emerge, and a number of companies are already putting social welfare above corporate profits by refusing to invest funds in liquor and tobacco and in the production of ammunition—and choosing instead to invest funds in industries working to alleviate food and population problems among developing nations.

Higher education has been criticized for being irrelevant to the problems of our times, and most critics predict little change along these lines for a decade or more. Yet, slowly but surely, educators are giving attention to student demonstrations and other attempts to change the status quo of education. Pesky, persistent youth has managed to prevail in his rebellion against computerized society and the dehumanized approach to education, and teachers are pausing to re-evaluate their teaching in relationship to the needs of tomorrow's leaders and the survival of a society as yet unsurpassed in the history of man.

The younger generation has increasingly turned to drugs to improve awareness. Authorities predict the use of drugs will spread and the American future will be like the nightmare of Huxley's *Brave New World*, with everybody taking some form of drug in

order to be "turned on"—but psychologists are already teaching people to "turn on" by controlling their own brain waves, and this process is said to achieve the same mystic experience obtained with drugs, without any of the ill effects. Are we, perhaps, just a little justified in saying the year 2000 may already be well on its way!

There will be human suffering and human problems for as long as there are human beings, but better times are ahead and home economists will help to shape this improved and improving world. What will these changes mean to our profession? What skills and techniques will be needed? These are vital questions and I do not have the answers, but I am unwilling to admit there are no answers. Together, as members of a dynamic profession, we will find the answers!

We must start to strengthen our position in the future by shoring up the weaknesses of the present, and perhaps our greatest weakness of the present is the fact that we spread ourselves too thin. We have attempted the impossible task of serving our clientele as experts in far too many areas of service. Because of the increasing impossibility of this task, we are failing to meet present day needs and we will most certainly fail in the future if we do not change rapidly and radically.

Have you considered, for example, what we are trying to do to the young women enrolled in our colleges of home economics? What other profession demands so much of its members, educationally? Not even the financially rewarding field of medicine would dare to require its graduates to be experts in five or more fields of specialization! We are currently guilty of overeducating some of our people and of undereducating others, and I am afraid we are guilty of miseducating nearly all of them. The educational management strategy which we employ in the training of future home economists will determine the quality of the finished product. To survive in the future, the professional home economist will need at least three years of general educational development heavily loaded in sociology and psychology—a year of specialization, and a full year of supervised internship in the field.

We must begin now to develop improved methods for recruiting, testing, counseling and placing students in programs of study, and we must, with the help of others, reassess human needs and develop new positions and jobs to serve those needs. But we must not continue to educate and train our people in the same old way for these newer jobs. Each program of study will need to be tailor-made for every student. We must stop re-teaching what students already know simply because the credit is required for graduation or teacher certification! And we must not fail to teach what students need to know because it does not happen to be a part of our *planned* course of study! ***Time is running out! We can no longer afford this type of foolishness!***

To those of you representing colleges and universities in this audience, I pose the greatest of all challenges to home economics: "To be or not to be!" If our profession is to survive, a major portion of the

responsibility is yours. Home economists become the kind of home economists they are because of the institutions in which they were educated, and teachers teach the way they were taught. Institutions of higher education are in for more than their fair share of change. The hallowed halls of those "ivy-covered towers" are in the process of becoming—of becoming bustling avenues of reconstruction and dynamic action which will provide the paving materials needed to build the bright and glittering roads which will lead us through these troubled times and on to a better world in the future.

This challenge is great; our colleges and universities cannot do the job alone. These institutions, already overburdened, cannot be expected to accept total responsibility for both pre-service and in-service education. In-service educational opportunities must be made available through the cooperative efforts of all, and practicing home economists with special skills must teach each other in community learning centers readily available to all.

In the future, home economists will provide services which will touch directly on the lives of individuals "from the cradle to the grave." We will become the discipline which coordinates social services to assure that our disadvantaged and handicapped citizens utilize these services fully to improve their home and family life. Every low-income housing development will have the full attention of a team of experts in the social services. Every conceivable service will be available, the ultimate goal being to break the poverty cycle by educating and rehabilitating those who are able to work.

Specialists in infant care and child development will join forces with both private and public agencies to provide developmental child care for every child needing the service, and still other specialists will work directly with parents to improve conditions in the homes.

Nursery schools and kindergartens will include home economics information and skills in their curricula. Carefully planned and selected learning experiences will be included all through elementary, junior high, and senior high school. We will no longer be expected to teach all we know in one or two courses. All instruction will be highly relevant and personalized for every student. We will utilize an interdisciplinary approach to all curriculum review and development, and this will be mandated to ensure cooperation, to avoid expensive duplication of effort, and to ensure adequate coverage and mastery of all important skills and concepts. Home economics will become the discipline which will make all other learning meaningful, because we will provide direct application of skills and concepts learned in other subject areas to the solution of real-life problems.

Home economics teachers, except in rare isolated places, will not be expected to teach the total home economics program. They will be specialists in not more than two compatible and highly interrelated fields, and there will be several such specialists on the staff in all learning centers. Some will be professionals with graduate or postgraduate degrees, other will be skilled technicians with two years or less of preparation beyond high school, and still others will be paraprofessionals trained in our own high school classes.

The home economics department will be the most up-to-date and the most used section of all future learning centers and there will be much less concern about our professional image. We will be so much a part of the mainstream of life that no one would think of doubting the importance of our many contributions. Our students will be of both sexes and of all ages. They will avail themselves of our services throughout their entire life cycle, and every service area in occupational and professional education will send students to us for a portion of their education and training. We could, in fact, become known as the field of human service technology.

Home economists with specialized training will provide counseling and consulting services for nearly every known business and profession. We will provide these services to financial institutions, wholesale and retail sales firms, public utility companies, social service agencies, family and juvenile courts, and real estate sales and development—to mention only a few!

We will work directly with legislators on legislation which has a direct bearing on home and family life or the rearing of children, and we will work directly with employment agencies to help individuals become more employable and to solve family problems which so often go hand-in-hand with chronic unemployment. We will lead the fight to eliminate the shameful paradox of hunger in this land of plenty, and we will accept our fair share of responsibility in the national fight against pollution and other problems of ecology.

In order to provide the many services required, home economics will need to develop a superior network of educational services—a well-oiled system which will funnel knowledge and information to members all over the world. Our teachers will be educated in superior colleges and they will all have a year of internship at full pay. In-service educational opportunity will be readily available to all and we will be compensated for enhancing our skills and developing new competencies.

A listing of this type could go on forever, but perhaps it will suffice to say that home economists of the future will be readily available to all for crisis and transitional counseling in the event of man-made, natural or personal disaster; and they will be deeply involved in activities which are designed to help people to deal with change in controlled, graduated states.

The scope is wide, and the challenges are sufficient to dwarf the imagination of the most daring! Home economics has a broad area in which to grow, and this growth will be limited only by the creativity, foresight and aggressiveness of those in the profession today!

NEW DIMENSIONS FOR HOME ECONOMICS
(POSITIVE ALTERNATIVES FOR THE SURVIVORS)

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In anticipation of this moment and in preparation for the confrontation of putting words to paper, it has been my pleasure and great good fortune to have been deluged by well-thought-out treatises on nearly every facet of contemporary society. I have read the sobering words of social philosophers such as Boulding and Barbara Ward; I have read Erlich's formidable population projections; Paddock's *Famine 1975;* Toffler's *Future Shock;* I have attended to Mead and others who predict the imminent demise of the family as we have known it in our time, and then the parallel collection of alternative proposers, including Goodman, Friendenberg, Holt, Kozol, Dennison and more recently Reich and Silberman.

One can be bowed down by the burden of evidence and by the almost fanatical commitment to disaster that these spokesmen project. The *Crisis in the Classroom*, discovered by Charles Silberman, has been created by the mass media and by the problem of the American political system. The crisis is said to be both a reflection of and a contribution to the larger crisis of American society. He asserts that "it cannot be solved unless all who have a stake in the remaking of American education . . . are alerted to what is wrong and what needs to be done" (p. vii). He says that the schools are failing.

If I were convinced that his data sources were valid, I might find Silberman's generalizations more distrubing. As it stands, I am irritated by the credence given his book by literary critics and journalists. I am appalled when John Fischer of Columbia says it is one of the best studies of education to appear in the last twenty years. One can only inquire as to what holds second place with him.

Despite the fact that Silberman appears to have stayed completely away from U.S. schools for the entire three-year period of his study, his statements appear authentic because of the style he has affected in citing literary sources of the Holt-Kozol-Kaufman variety as if he were dealing with directly observed and recorded impressions. He quotes 17th, 18th and 19th century social philosophers as if they were college roommates along with Dewey, Kaener, Conant, Beston, Bruner, and Piaget. He treats the latter group as if they were indeed in the same league with one another.

In the face of unjust and invalid criticism such as Silberman's, professional educators who have created exciting schools and stimulating environments for learners of all ages and stages must surely call upon internal sources of strength to convince themselves that the cause is worthy of the effort.

It is said in the Scriptures, "Blessed are the meek, for they shall inherit the earth." Haskew, in a treatise on professional commitment, suggests that committed people are those who have been captured and made meek by a cause. I imagine that these are the meek referred to in the Scriptures.

As another case in point, I shall quote briefly from Charles Reich, *The Greening of America.* As a framework to support the propositions set forth in his book, the author lists seven problems which he asserts arise out of the basic premises by which we (Americans) live. I will focus on the fifth item on his list, which identifies "the artificiality of work and culture" as the problem.

As you hear this, test its "goodness of fit" for you, your life, and the lives of persons you know well.

> Work and living have become more and more pointless and empty. There is no lack of meaningful projects that cry out to be done, but our working days are used up in work that lacks meaning: making useless or harmful products, or servicing the bureaucratic structures. For most Americans, work is mindless, exhausting, boring, servile, and hateful, something to be endured, while "life" is confined to "time off." At the same time our culture has been reduced to the grossly commercial; all cultural values are for sale, and those that fail to make a profit are not preserved. Our life activities have become plastic, vicarious, and false to our genuine needs, activities fabricated by others and forced upon us.[1]

Both Reich and Silberman have operated on the premise that we must focus on the bad, the frightening, on doomsday, if you will, before any corrective action can be initiated. Naturally, such notions, such prognostications, are subject to verification, as are those of the many others who have, by their words, evoked an atmosphere and an attitude of anxiety and impending doom. To my way of thinking, we have not yet given our final effort.

Although it is hardly appropriate to suggest that the promised land is now on the horizon, I do think that the prospects for home economics are very good. Our society has reached that point where it can afford to be concerned with human causes beyond the level of basic needs. We have an increasingly competitive market in which we need no longer settle for just any teacher. According to a recent survey conducted by the Educational Testing Service, home economics is the most popular subject in school.

We need to mobilize our formidable potential for positive action. Although we are limited by our own caution and by our reluctance to arrive at consensus through compromise, maybe this will be our year. For those who are hopeful, for those who choose life in the 1970's, it may be appropriate to quote Pogo: "We has met the enemy and he is us."

An alternative to the title *New Directions for Home Economics* is suggested at this point. You may substitute *New Dimensions,* for one of the meek ones is not about to suggest a new direction when we have a favorable wind already. However, in order

to acknowledge appropriately the contemporary context created by the end-to-end crises depicted by the prophets of gloom, there can be a subtitle: "Positive Alternatives for the Survivors."

My proposed new dimension is a problem-centered curriculum to be superimposed on our subject matter-centered, pupil-centered, society-centered curricula, and to act as counterpoint. In the increasingly popular individualized mode involving varying levels of instruction, there is need for a portion of each program of studies to deal with a different order of learning from that which is possible when the structure and sequence of subject matter remains dominant. By having programs planned from these two distinctly different focal points, it should be possible to cover all bases, to encompass the greater learnings which may occur best when there is meaningful interaction between student and student, and between teacher and student, and still accommodate the lesser learnings in environments of a different sort.

At the moment, we have several remarkably good examples of logically consistent, well-articulated guides for curriculum development. These have many of the components needed to build a program; however, even the best of the guides is flawed by inadequacies which we have the resources to correct. In the impressive new planning guide for Wisconsin, which is carefully detailed, logically consistent, and free of flaws that crop up in lesser examples, there are no examples of instructional resources, no references to sources of information on instructional resources. The four citations in the bibliography are AHEA's 1959 statement of New Directions, and one example each of the three taxonomic domains: the cognitive by Bloom, affective by Krathwohl and psychomotor by Simpson.

In this guide the following statement appears:

> Instructional materials become obsolete quickly and availability to local schools varies greatly. Therefore, a list of resources is not included, nor are specific instructional materials identified for the learning experiences. Although a type of resource is suggested for some learning experiences, alternatives may very well be used. It is assumed that each teacher will be responsible for selecting, developing, and evaluating instructional materials appropriate to learning situations in the local school district.

Our profession is blessed with some very competent, remarkably well-prepared, creative, energetic people. Each of you can name several colleagues—as well as present and former students—in whom you would place great trust, to whom you commend confidently the future generations of students. Yet, is there one among you who does not blanch at the magnitude of the problem implied by this statement?—the programing decisions; the content decisions; the stating of instructional objectives; the development of evaluative criteria; the selection of learning activities; the location and organization of instructional media; the identification of individual needs, aptitudes and interests—to say nothing of the management of time, money and physical resources allocated to the program; the location and organization of learning environments outside the formal school setting; and the plan for co-curricular responsibilities such as Future Homemakers. We must attend to this critical omission.

Following Jerome Moss's presentation at the AVA Home Economics Division meeting in New Orleans in December, Winnifred Wagoner, Home Economics Supervisor in the Chicago system, expressed a vehement objection to his detailed and very explicit proposals for making programing decisions. While the examples he chose to use related to one school, or even to one class within a school, she commented that she had 23 districts with 30 schools in each district, and probably every age, ability, ethnic and curricular category present in each. The recommendation that programs be tailor-made for schools and for students seems quite unrealistic in this setting, *if* the staff in those schools and in those districts must do it themselves.

In conjunction with this, the proposed districting in New York City will still leave school populations of approximately 200,000. These are hardly intimately knowable cells. On the other hand, communities with one all-purpose teacher may be equally overburdened by the open curriculum guide.

The problem-centered curriculum which I envision might well be made up of teaching-learning units comparable to those examples developed for the Arizona guides, or in smaller units comparable to the three- to five-lesson format of Home Economics Learning Packages or even the smaller capsules developed by Eleanor Cochrane of Brookings, South Dakota. Perhaps the prototype is best evoked if we think of the runaway best seller *Everything You Always Wanted to Know About Sex But Were Afraid to Ask.*

Almost everything the teacher needs to know in order to deal with the day-to-day realities of the contemporary school and classroom centers around people with problems of a very specific nature. Many of these problems have universally agreed-upon solutions, yet the conventional resources available to the classroom teaching have a wonderful way of providing a great preamble and no guidelines, or generous discussion of alternatives with little or no attention given to consequences associated with given lines of action.

We have compounded the problem by advocating that curricula must be appropriately engineered for states, for districts, for communities and schools without making explicit that some content, some concepts transcend community and state boundaries. Much wheel-spinning and head-knocking could be eliminated if we could acknowledge that selected teaching-learning units are universally applicable. We could then have an expandable resource book for teachers called *Everything You Always Wanted to Know About Home Economics But Were Afraid to Ask.*

In the transition period, you can imagine forms

for responding to questions from former students in which the student is referred to particular resources in the school. For example:

Yes, Hazel, there is more than one way to kill a rat, even in Nebraska.

Yes, Mary, even the Watergate could have cockroaches.

Yes, Virginia, sexual intercourse in Texas can cause pregnancy in Louisiana. I am sending this letter by special delivery because. . . .

I see public school teachers as having *an overdemanding role load.* I see no immediate hope for this to change, partly because we continuously redefine ourselves in ways to expand responsibilities rather than reduce responsibilities. Differentiated staffing, team teaching, individualized open learning modes only change the role demands. They do not reduce them.

In accompaniment with these observations, I see increasingly adequate teaching-learning units developed in pre-service, and in-service courses growing mossy on the shelves. I see graduate students and fellow professionals in increasing numbers addressing themselves to the evolution of instructional strategies and associated media which are completely ignored by teachers and curriculum building teams.

This collection is to be developed by those who do not have overdemanding role loads and by those who want to make a contribution as a symbol of hope and as a commitment to the future or as a final fling. What overworked teacher can refuse to acknowledge this source? What supervisor boxed in by new union restrictions on use of teacher time and budget limitations could deny us our due?

Though there has been a tradition—if you will a negative sanction—associated with the use of canned units, or curricula born in ivory towers, I propose that the time has come for the team to make a fresh start. We can join forces at the operational level. If a teacher educator or a subject matter specialist is capable of guiding and evaluating the development of curricula and of instructional units, she is herself capable of developing a teaching-learning unit which is acceptably responsive to situational demands.

For those who are captured by the cause and ommitted to making home economics increasingly functional as an area of teaching and learning, there are several guides which could provide bases for developing the problem-centered curriculum.

1. We can agree that teaching-learning strategies directed to problem solution *will accept, as the appropriate standard for evaluation, empirically validated facts, principles and generalizations.*
2. In addition, the standard against which all actions, systems, values, and decisions relating to these units can be evaluated will be that *they are acceptable to the degree that they contribute to man's survival and unacceptable to the degree that they oppose man's survival.* For example, any custom which warps the functioning of the nervous system is bad even if it is accepted by society.

In the midst of great concern and some despair about the future of society as we have experienced it to this day, is it realistic to believe that the survival of the human race is the greatest value—the standard against which all other values should ultimately be judged? Let us be optimistic for yet another year.

There is little doubt that the tremendous breakthroughs of the recent past have had an impact on society. Increased knowledge in some areas has frequently acted to heighten our awareness of problems which have probably existed over time. It has been observed that as one's field of knowledge expands, the boundaries of the unknown also expand. The cliché-ridden statement, "exponential increase in knowledge," is probably more vividly evoked if one considers that the exponential increase might well be in one's awareness of what is not known, or of the challenges we have not met.

It is in this context, then, that I propose a new dimension for home economics—a dimension which commits us as fully, as courageously, as logically as has been our commitment to developing new programs; to going outside the walls of the school in search of new settings for learners; to extending our reach downward to the young, upward to the older adults, and probably to our best effort: that of attempting to reach the previously unreachable.

Problem-centered curriculum can be envisioned at the structural level as a compendium of problems for which there are meaningful resolutions to which home economics can make significant contributions. This would be indexed to subject matter categories usually found in local and state curriculum guides. It is highly likely that real problems must be indexed to sources other than subject matter. For example, information relating to sources of help, support and arbitration frequently take priority over generalizations as means of resolving specific problems. I would further index these to some continuum from specific to general, from persistent to idiosyncratic, and perhaps even as involving the lesser learnings as differentiated from the greater learnings.

Robert Renfield has delineated seven values of rationality. These may be useful to the organizers of the problem-centered curriculum for home economics. He proposes these as universal values underlying science:

—The longing to know and understand
—The questioning of all things
—The search for data and their meaning
—The demand for verification
—The respect for logic
—The consideration of premises
—The consideration of consequences

People need all the help they can get in knowing how to achieve the unreachable potential. They need better ways of knowing, and better ways of dealing with the realities of day-to-day living. Home economics has much to contribute in each of these areas. In addition, we must attempt a balanced attention to people, to problems and

to ways of living—and, most urgently, ways for individuals to realize their fullest potential.

VOCATIONAL HOME ECONOMICS—POSTSECONDARY AND ADULT PROGRAMS
A CHALLENGE FOR THE 1970S

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I speak from two standpoints: first, from previous experience as a state supervisor of home economics for postsecondary and adult programs, and secondly, from experience as a program officer in home economics education in the U.S. Office of Education.

In the beginning I would like to clarify the terms "postsecondary" and "adult" since there is quite a lot of confusion in the use of these two terms. In this paper, "postsecondary" is referring to programs for full-time students—students of all ages. Most of them will be above 18 years of age—some may be 60 or 70 years of age—and are in class for approximately six hours a day, five days a week. The exact number of hours will vary according to the program and the individual. These students come to school for a regular block of time and are preparing to enter or to reenter the labor market or the work of the home. In other words, they are enrolled in a "planned" program for a specific purpose. They do not necessarily attend classes from 8:00 a.m. to 3:00 p.m.; they might come from 4:00 p.m. to 10:00 p.m. "Adult," on the other hand, refers to programs for persons who may be in the labor force or be homemakers who come to class once or twice a week for supplementary work. They may be in a preparatory class or even in an apprenticeship class which, as a rule, does not meet daily. They are not enrolled in a full-time program or a "planned" program that earns a diploma, per se.

The challenge for postsecondary and adult vocational home economics programs is a challenge that cannot wait. We are now at a most crucial point in our vocational home economics program, where we either meet the challenge face to face or spend another two years deciding what to do. The time lag could be the straw that "loses" our funding. Let's take a look at where we are and why. Early in the 1960s, vocational schools and community and/or junior colleges were erected en masse all over the country. These schools or institutions were built, for the most part, for what in most states were called the "trades school courses," and eventually for business education. There was a reason, of course, why these areas were implemented first, namely, the push on the space program. Today or even yesterday, the planners awoke to find that something was missing in these schools—something that the electronics courses did not give the students. It was the "practical aspect of living" which home economics offers and which may be the key to the success of the man or woman in the labor market. One reason for the slow development of postsecondary home economics was the lack of funds specified for consumer and homemaking education at the postsecondary level. It was not until the 1968 Vocational Education Amendments that we could even consider moving consumer and homemaking education into the postsecondary schools. Now, we have Part F, Consumer and Homemaking Education, which gives us the challenge and funds to assist individuals in preparing for, among other things, the dual role of homemaker-wage earner. Keep in mind that men and boys are homemakers as well as women and girls.

Vocational home economics does have a challenge to plan, develop, and implement more consumer and homemaking education into our postsecondary institutions and to increase our efforts for educating adults—men and women—from all phases of life.

Therefore, the first challenge is to offer to out-of-school youth and adults programs which will supplement their occupational skills training, thus making them more employable. Mr. Arthur Neman in his presentation at the 1970 AVA Convention, expressed the challenge well when he said, "We must supplement the courses which lead to college and career (occupational) skills with a new emphasis on the teaching of the 'life skills.' We must put more stress on teaching the quality of life . . . a home economics whose basis is founded on human and personal development that is a practical guide to full adult living . . . and a home economics that is flexible and relevant and able to change year by year as needed." I would say to change even more often, month by month or even week by week.

A program was developed in Georgia entitled "Consumer and Family Life Skills" and implemented in 1969 into the postsecondary area vocational-technical schools. Its major purpose was to provide an opportunity for all students, men and women, regardless of their occupational area, to prepare for assuming the role of homemaking and assuming family responsibilities with much emphasis on consumer education. This in turn would make them more employable by reason of being better prepared for the dual role of homemaker-wage earner.

The major concept behind the development of this program for out-of-school youth and adults was to attempt to reach them at the most "teachable" moment when most of them were preparing for a specific occupation and for what, for most of these youth, would be their first experience of full-time employment and of being "real" homemakers. By offering consumer and family life skills at this particular time in their programs, the content would be more relevant and usable by the youth, men, and women. The teaching would be more problem-centered, and could deal with the real needs of the students. Therefore, the curriculum was developed with much flexibility in order to meet the immediate

and long-range needs of the individuals and families.

Some of the units included in the Consumer and Family Life Skills program are, "Getting the Full Value from the Food Dollar," "Management of Resources Other Than Money," "Financial Planning: Budgeting and Record Keeping," "Stretching the Transportation Dollar," "Making the Most of the Housing Dollar," "Family Planning," "Child Care, Growth and Development," and "Family Relations and Job Responsibilities." This course is offered for a full quarter (56 class hours) or it may be extended into a full year (four quarters) with different units taught each quarter. In addition to these units, "mini-courses" have been found to be most helpful both to the full-time postsecondary students and to adults. The mini-course supplements the other unit by meeting the immediate needs of youth and/or adults. An example of such a course is "Simple Household Fix-it" or "Preparing for a Job Interview." In the January 1971 issue of "Tips and Topics in Home Economics," two of the Consumer and Family Life Skills programs were highlighted—one at Jasper, Georgia (p. 4) and the other at Athens, Georgia (p. 5). Both descriptions are of programs in postsecondary area vocational-technical schools.

So the challenge is how to implement Part F, Consumer and Homemaking Education, without reducing or "short-changing" your effort at the high school level; that is, how to supplement the occupational programs for students who are in welding, practical nursing, business education, and even the very sophisticated data processing classes, with a program that will help them to have a better quality of family life, improve their home environments and be better consumers, thus giving them the opportunity to be better employees.

The community colleges are becoming more and more aware of the need for family life education. In postsecondary institutions, there is a tremendous challenge in the area of parent education and family planning. The consumer and family life skills instructor in the area vocational-technical schools in Georgia spends at least one-third of her time working with low-income families and individuals, including those persons who live in economically depressed areas—rural or urban—and with senior citizens and other adults, in order to help them become better consumers and to improve their quality of family life.

Efforts need to be extended beyond the "traditional classes" for adults in a center. In order to reach low-income adults, mobile instructional units were developed in Georgia which take the consumer and homemaking programs to the people. These instructional mobile units have been successful in reaching persons who did not have transportation or the motivation to come to a school building for adult classes or those who did not have access to a child care service which would take care of their children while they attended classes. The mobile instructional units are self-contained; that is, they have their own source of electricity, water, and heat as well as space and equipment for teaching at least 12 persons at one time. The purpose of taking the classes to the people is twofold—first, to help them improve their quality of family life by making better use of their resources, and second, to gain their confidence so that they will feel motivated and unafraid to take advantage of the occupational programs which are taught in the postsecondary area vocational-technical school but which cannot be offered in the mobile instructional unit.

There is also the challenge of expanding efforts in consumer and homemaking education for cooperating more with other agencies and organizations—for example, HUD (Housing and Urban Development). On the federal level, we have been very excited over the possibilities of home economics educators working cooperatively with the housing authorities in their Homeownership Program or "Homebuyers Ownership for Low-Income Families" program. One of the requirements of this program is pre- and post-occupancy training. Here is a very realistic challenge—to provide this training for the low-income families who are about to be involved with homeownership. Briefly, the training begins with preparing or orienting the family as to what is involved in buying and moving into a house—not only the financial arrangement necessary but also how to pack, how to obtain furnishings, how to arrange for utilities, and even how to transfer their mail.

Are you ready to pick up the challenge and ask your local housing authority if they have such a training program or if they could have such a program if vocational home economics provided part of the training or education? Such a program would require a team approach since there is a section in their homeownership training program handbook on the repair of plumbing. These are only a few of the challenges for consumer and homemaking education at the postsecondary level.

Fifteen percent of the basic grants to states under Part B are for postsecondary training programs. This should provide funds for many of your occupational home economics related programs. Do you have any idea what your state receives under this section of the amendments? If not, then I challenge you to find out. If a state receives $10,000,000 under basic grants, 15 percent of that would be about $1,500,000, and this must be matched with state or local funds 50-50. Your next challenge is to plan and implement a program or programs which can be funded out of this portion of the funds. It is very possible that it may be a difficult task, but is anything worthwhile if it is not worked for?

Following are some trends and challenges in the occupational area.

Child Care Services

The Office of Child Development, HEW, is concerned with child care/development needs. This office (OCD) includes Head Start, part of the former Children's Bureau, etc. Therefore, if and when the Family Assistance bill is passed by Congress, child

care services will play an important part in the success or failure of the program. The top priority recommended by the White House Conference was for federal funding of a comprehensive child care program. There is a group, representing almost all of the child care services, which is trying to establish guidelines for the development and training of a "Child Development Associate." This group is really a committee charged with development of standards for training centers and curriculum content as well as the task of determining what competencies the CDA should have to work with preschool children. Is your state or college or area vocational school ready to prepare, or deal with training, a massive number of "quality" personnel for child care services beyond the entry level?

Trends indicate that within the next two years we are going to see new funding for child care services; therefore, someone must train paraprofessionals for filling these jobs. What field is better equipped to do this than vocational home economics? This requires not only persons with one or two years of training but also many adults who are already in the field of child care services and will need retraining or updated training. If the AFDC (Aid to Families with Dependent Children) or WIN (Work Incentive) programs get under way, family day care needs will be tremendous and more and more adults must have child development training to supply the demand for personnel. Under Title IV-A, funded by SRS (Social and Rehabilitation Service), there is money for team efforts to serve the inner-city children and families. For example, in Memphis, Tennessee, there is a $1,000,000 project about to be launched. This will require cooperative effort to educate and train persons. Atlanta is another city where a Title IV-A project is being set up. You should find out what the need is under Title IV-A in your area, or if there is a possibility of your offering your services to SRS.

Food Service Occupations

There has been food service training at the secondary level but efforts for "planned managerial" programs at the postsecondary and adult levels in vocational home economics or vocational education have been meager. As you traveled to Washington, probably most of you had a meal on the plane, or if you traveled by car you had a meal in some restaurant, or perhaps you had breakfast in the hotel this morning. Was the food of high quality and well prepared and served? If so, you were very fortunate. One of our most crucial needs in this country is trained personnel, from the managerial level downward, who know what "quality" food is. Who should know or have the knowledge to help people learn the difference between production of "quality" food and "just" food better than a home economist? More families and individuals are eating outside of the home than ever before. Have you thought about what it takes to feed those 400 passengers in the 747 jet? There are hostesses in the underneath section of the 747 who are never seen, and who do nothing but prepare food. Doesn't this say something to us? Have you contacted the airline companies who train hostesses, for what you might do to assist them with their training programs? It seems to me that in the foods area we have much to offer the airlines.

There are the "fast food" establishments who need managerial persons to work with the high school aged employees and trainees; these managers should be, or have the opportunity to be, trained in our facilities. Then there is the National Restaurant Association. We have barely scratched the surface in working with this group. Also, there is the need to upgrade school food service workers and managers. Who in your state is responsible for school food service workers? Have you offered your services to them for upgrading in this area?

Other Occupational Areas

There are many new areas such as environmental education and training. Where should we team up with health and technical education to help overcome pollution of the air and water, or noise pollution?

And the apparel industry is desperate for personnel, particularly in men's alterations. If you are married, you know how difficult it is to find someone who really knows how to alter men's wear. In every state there is a Men's Wear Retail Association. Are you aware of the great employment needs of this group for well-trained alteration personnel?

Household workers constitute another great need. If higher wages are ever paid to these workers for household services, we will be needed for training them. Already we need executive housekeepers for motels, resorts, etc., and, because of the low pay, it is even more difficult to get people into this field than into the foods area. If we prepare quality personnel, maybe the pay will increase accordingly.

Dietary technicians and/or home-health aides are another area where vocational home economics can team up with health occupations and train persons for nursing homes, especially for the elderly, and for families and agencies needing services of such personnel. This is another whole "ball of wax."

Working with Other Agencies

No longer can we afford to sit back and wait for agencies to ask us for assistance. We must take the initiative, particularly in making them aware of what assistance or contribution our postsecondary and adult programs can make to their programs. Now is the time for you to say to mayors and other local leaders and agencies: "Here we are; what can we do to supplement or improve the local situation? How can we help in the training or retraining of the work force or help families in your community?"

Working with Advisory Councils

Local advisory councils which dovetail to serve all vocational education—secondary, postsecondary and adult—are simply a must. Why not have an umbrella council which divides responsibility—part of the group working on secondary, part on postsecondary, and the rest on adult needs? The entire

group would then hold a meeting every few months to report on progress and developments. It seems to me that, if there is an advisory council for the postsecondary level, another appropriate member to serve on it in addition to the usual agency representation might be a local FHA officer from the high school. She could certainly help the group focus on the needs of youth. There should also be students from the postsecondary occupational classes and adults who could identify some of the needs of the community and the labor force, per se. The presence of a parent or two on this local advisory council would also be appropriate.

Then there are the state advisory councils. Are you aware of who is on the council? Do you have your youth, secondary and postsecondary levels represented?

Curriculum, Teachers and Others

Curriculum development for postsecondary and adult programs is a must. I will not go into it in detail, since other panel members will probably cover this issue, but as I see curriculum development for postsecondary and adult programs, it must be of a modular nature so that the units for adult classes may be lifted out in order that the program can be "tailor-made." Eventually, as the adults are motivated or wish to come into a planned program, they will have had courses which can be evaluated or assessed so that they can be placed into the planned program at the level where they are, rather than duplicating the subject matter courses or units they already know or have had, just because it is a two-year program. Let's not put our adults or postsecondary people into such a set program—into a "mold." Also, what are you going to do with the veterans? I know one postsecondary foods course with five veterans in it. Or what about the high school student who has already had one year of foods or two years of child development? Curriculum at the postsecondary level must be constructed with the greatest flexibility possible.

One word concerning teachers for the postsecondary and adult programs. They must have more depth in the speciality they teach. How about summer work in an alteration shop, or at a day care center, or in the foods industry? How about even having two weeks of the student teaching experience take place in a postsecondary institution?

The greatest challenge may be having or utilizing the supervisory staff for the postsecondary level to meet all the challenges with which we are faced. I firmly believe that funds for these too will come when we sincerely demonstrate that we do want to move programs at this level. The challenges at the postsecondary level are great but the reward is even greater. If we do not back away from the challenges, or do not see the postsecondary level as a threat to our secondary programs, we can make it as integral a part of vocational home economics as FHA is of the high school home economics program. But it will take a lot of effort. I hope you will not back away from these challenges. I am sure by the end of the 1970s out-of-school youths and adults will have had the choice of training in some new and emerging programs because each of you put forth the effort to find out the present and future needs of our society and had the foresight to develop and implement programs accordingly.

CHALLENGES FOR HOME ECONOMICS TEACHERS IN SECONDARY EDUCATION

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What are the challenges for home economics in secondary education today? Webster has defined a challenge as "a demand for identification—a call to take part in a fight." A fight it surely is—for all of education is in a struggle for its very survival and the survival of mankind. Never before in my lifetime have the challenges been so great, for all people—for education in general and especially for vocational home economics education.

In order to examine the challenges of today for secondary teachers we will need to review the real needs of boys and girls in our society today. The National Association of Secondary School Principals has identified these needs as:

1. To develop respect for other persons, to grow in their insight into ethical values and principles and to be able to live and work cooperatively with others.
2. To understand the significance of the family for the individual and society and the conditions conducive to family life.
3. To develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life.
4. To know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.
5. To grow in their ability to think rationally, to express their thoughts clearly and to read and listen with understanding.
6. To develop and maintain good health and physical fitness.
7. To understand the rights and duties of the citizen of a democratic society and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state, nation, and the world.
8. To understand the methods of science, the influence of science on human life and the main scientific facts concerning the nature of the world and of man.
9. To develop their capacities to appreciate beauty in literature, art, music, and nature.

10. To be able to use their leisure time well and to budget it wisely—balancing activities that yield satisfactions to the individual with those that are socially useful.

Socrates has said that to be educated is to know oneself. Our educational objectives have always been to educate young people to achieve the goals they are seeking. Our educational goals have not changed, but the goals of our young people have changed and are changing drastically. Maybe the real goal has not changed so much as have the emphases and methods of achieving these goals.

What has brought about a change of goals? There are those who will say that today's problems and conflicts are directly attributable to our economic success:

—That our generation has sacrificed family relationships for business success.
—That our generation has only paid "lip service" to protecting minorities.
—That our generation expected this generation to be as loyal to a "part-time" war as our generation was to a worldwide conflict.
—That our generation has exposed this generation to assassinations, riotings, lootings, and burnings and that all of these (they think) can be traced to social and economic injustice.
—That our generation has caused this generation to mature earlier and that many frustrations have resulted.
—That our generation has said one thing and done quite another.
—That the problem of the 1970s has become our affluence and how to live with it, on the one hand, and extreme deprivation and how to overcome it, on the other.

We might all have rebuttals to these arguments but if we are honest we must recognize that in essence what they are saying is true: affluence and economic success have been major goals of our generation and, in our enthusiasm to reach these goals, business success has overshadowed family relationships in much of our world. If this generation can bring us out of this state of affairs, I personally think it's great! I believe this generation *will:*

—Turn on the action to remove social and economic injustice.
—Do something about pollution in the world.
—Be more concerned about being successful at living than having a successful career.

Where then do we come in? This is our cue to demand identification. If we have ever had a golden opportunity to contribute to the solution of major world problems, this is it.

Home economists have always believed in the value of human relationships, in the supreme importance of the individual, in the need of the individual to understand himself and his goals, and that learning how to live is more important than how to make a living.

What happened? Somehow we haven't been brave enough, vocal enough, loud enough or powerful enough. Maybe we haven't been as good at public relations and selling our program as we needed to be. Whatever the reason, students are saying, "We need someone to talk with us, to listen to us, to love us, to help us with our people problems"—and the challenge is ours!

It is no wonder, then, that I would suggest that the major challenge for us is to develop a program in the art and science of living. Family living—interpersonal relationships, relating to human beings, values, self-discipline—you know the content. These youth are our children and they are telling us that we need to work at learning how to live in a changing world—how to live and grow old with our families and neighbors. We will surely need to change some of our ideas because it is evident that the life style may be different; the family may not be the same, although there will be a marriage partnership; and decisions about sex, drugs, divorce, religion, family planning, movies, books, T.V., travel, careers, education, money, politics, friends, success, parents and all the rest will continue to be made with this partnership.

Certainly the responsibility is clearly ours to get really involved in this effort. Who else is better qualified? If we do not do this job, will someone else not take it over?

What I hope that I have clearly said is that our major emphasis needs to be personal and family relationships from our earliest teaching on the elementary level to the senior high level.

I would never agree that basic home economics—the comprehensive program stressing basic homemaking skills—should be de-emphasized but I do feel that the emphasis throughout should always be on dealing with self and with others.

We have barely scratched the surface with our emphasis on consumer education and we need to work harder at this. Our students show us emphatically every day that they need a salable skill with which they can better reach their goals. Again, occupational programs for developing a salable skill are hardly off the ground, and I believe this is a challenge with an emphasis on how to live with and get along with people—people of all kinds.

Students with special needs have found help with us, but not always as much or the kind of help really needed, particularly in cases of the disadvantaged, deprived, mentally deficient and especially the married student. In our school this year, we have lost more than 45 students as dropouts—students with special needs, needs that we should have been able to find an answer for but didn't. I don't believe we are the only ones with this problem.

The success that the secondary home economics teacher will have in dealing with the challenges of the 1970s will be largely dependent upon the ability, courage, enthusiasm, energy, imagination, flexibility, awareness, and dedication of the teacher herself. She will need to be a good teacher, a good politician, and a public relations expert also. Helen Westlake has said we need teachers who think and

feel and love their students. There is a need for time and numbers to make this possible. Training in life skills, occupational skills, consumer skills, and special skills is needed, as well as financial support sufficient to provide for a sound program. We have touched the surface in each of these areas but we must do better.

These are my challenges as I, a high school homemaking education teacher, see them today. They are perhaps not new but more urgent than ever.

CURRENT CHALLENGES FOR VOCATIONAL HOME ECONOMICS URBAN PROGRAMS

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For the sake of clarification, challenges in the form of questions will be directed to the two areas of vocational home economics. I do not have the answers to the challenges but welcome you to make your own additions. The two areas under consideration for challenges related to urban programs are: (1) homemaking-consumer education, and (2) job training—occupational or wage earning.

Programs in homemaking-consumer education are designed for communities with a microcosm of slum conditions—densely populated areas, large numbers of families on relief, high mobility rates, poor housing, overcrowded conditions, lack of social or economic mobility, high crime and delinquency rates, high rates of unemployment, poor school attendance, high dropout rates, and students lacking adequate basic skills in reading and math.

The first challenge for homemaking-consumer education is how we can make an impact on family life in urban areas. Any educational program designed to improve family life is doomed to failure unless we reach the parents. If we are going to make an impact on the lives of individuals and families, we will have to encourage a closer working relationship between the home and the school.

A companion challenge is whether we can provide maximum service to families in urban areas. To provide maximum service to families, we need to extend the service of professional home economists by utilizing paraprofessionals. The paraprofessionals can make home visits and can function as classroom aides.

How can we reach parents if they are reluctant to come to school? There is a need to take education to the families. Secondary programs can make contributions by working through the students. Home visitation by aides, or a mobile learning center and equipment for loan, could be used.

How can we bridge the gap between the home, the school, and the community? One way is through the use of advisory committees, comprised of parents, school representatives and community agencies, working with families. This representative group can make our job more rewarding by coordinating activities to bring about maximum service to families.

Can a city or local supervisor alone provide the expertise for implementing innovative programs? It seems that this is not the case. In order to develop curriculum and prepare teachers for innovative programs, a team effort is needed on the part of teacher educators, state department of education personnel, city supervisors and teachers. There is also a need for more university-urban exchange programs to better understand the responsibilities of teacher educators and the pre-service and in-service education needed for first-year teachers as provided by school systems.

Do we need to teach more than the basic skills of home economics? I would suggest that we need to consider other social realities, such as the increasing rate of illegitimate pregnancies, the rise in the use of drugs, and the increase of venereal disease, to name a few. These problems confront us with the challenge to make changes in our programs if we are to continue to exist as a profession. We in home economics cannot be instrumental in breaking the poverty cycle or making contributions to social issues confronting society today by teaching homemaking skills alone and isolating ourselves in the classroom.

Job training involves programs that prepare youth for gainful employment. The statistics on women in the labor force, the high rate of unemployment and the "push-out" rates undoubtedly have implications for challenges directed towards job training programs.

Another exciting challenge is this: can we make contributions to world-of-work programs in K-6? We have a large number of youngsters in our urban schools who are on ADC and consequently have little or no knowledge about the world of work. The atmosphere around them does not enable them to think about aspects of work, employment or earning a living. Here lies a challenge for home economists, along with representatives from other areas, to develop K-6 programs.

Do we have qualified personnel to teach specialized areas of job training? Securing such personnel is one of the major problems we face on the secondary level. Very few colleges or universities have designed programs for preparing job training teachers. Until sufficient training programs are available, we need to look to state departments of education and universities that are willing to develop programs for training non-degree people with industrial experience.

How can we keep our curriculum relevant to the needs of industry and student needs? By cooperatively developing and reevaluating curriculum with industry this may be accomplished. The job analysis approach seems to be accepted by industry. In addition, we must recognize that the task analysis approach to curriculum development will avoid rigidity and permit students to learn and progress at their individual rate.

How can we bridge the gap between the school

and the business community? For this, the expertise of advisory committees is essential. Labor unions should also be considered an integral part of any training program.

Youth must be more involved in program planning today than ever before. How can we help to involve them? In addition to the advisory committees, a city-wide coordinating council could be developed representing students of youth groups in job training from each school.

What cooperative efforts are needed for a successful job training program? The teamwork provided by state departments of education and colleges and universities is needed to assist city supervisors in pre-service and in-service education and curriculum development. Cooperation is also needed to provide employment from other educational agencies—Family Life Education, M.D.T.A. programs, Head Start and other programs designed for out-of-school youth.

How can we promote our job training programs? Since the majority of these prepare youth for service occupations, we need to be constantly aware of the need to promote our programs especially through the use of mass media—for example, in one-minute TV clips. In addition, we must recognize the need to work with legislators to interpret programs and provide relevant statistics.

Why all the concern about accountability? Whether we are trying to determine the degree to which we are making an impact on family life or the placement and advancement of a student in job training, the documented results determine the future of our efforts. Local research staff are usually available through school systems.

In closing, I would like to reemphasize a statement used by Dr. Elizabeth Ray in her recent *Journal of Home Economics* article, "Professional Involvement in Education" (the quote first appeared in *Journal* 1959, "Home Economics—New Directions"):

"Home economists must be among the first to anticipate and recognize change, to weight the capacities of the individual to meet new demands, and to set new directions for professional programs of benefit to families."

Have we done as much as we could?

PRIORITIES FOR THE 1970S

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It is a great pleasure and a rare opportunity to talk to so many home economists who are concerned with the education of our youth enrolled in consumer/homemaking and occupational classes throughout the nation. The topic of this meeting, "New Directions for Vocational Home Economics," is most timely—and the need for reassessing what we teach in home economics is long overdue.

At the outset, I want to reaffirm that while I represent the Future Homemakers of America I also represent home economics, for the Future Homemakers of America program is home economics education.

As I listened this morning, I heard FHA mentioned—and yet I have grave concerns, for there was no evidence of understanding of the real role of the FHA as a part of home economics education. Somehow, I feel many of us working with youth have not yet caught the vision as to what teaching is or what conditions bring about learning. This is an old and endless story but one to which we must all address ourselves. How do we turn kids on? Certainly not by planning programs and curriculum for them. Learning must be exciting!

When Dr. Cross wrote asking the national FHA staff to propose priorities for this meeting, I suggested that first of all in planning priorities for the 70s, it was imperative that we bring youth in on the steering committee to plan this meeting and include them in this meeting to help plan their priorities with us. But where are the youth? I dare say there is not a persor in this room under 24. So we missed this chance. But we can't afford to lose others!

In my opinion, the day is long past when we as educators can plan priorities, programs, and curriculum without the active involvement of youth.

At an FHA Adult Leadership Seminar in Syracuse, New York last November, Meribeth Seaman, President of the New York State FHA Association, told the group there that nothing bugged her more than for adults to plan curriculum for youth without their involvement.

So, my first challenge would be that all of us work for active youth involvement in planning and setting up programs to meet their needs and interests. From our experiences with youth in the Future Homemakers of America, at all levels, we know they can set priorities and they can help develop curriculum that will far exceed your expectations. And I might add, this is the only way to turn kids on!

The National FHA Program of Work is a perfect example of the kind of curriculum youth can develop. Mr. Arthur Neiman, of *Scholastic Magazine*, spoke at the December 1970 AVA Convention of a new home economics—a home economics "that will teach us to live in our changing world—to live and grow among our family and friends and neighbors and to handle our hopes, dreams and fears, as well as incomes and emotions."

The key to this new home economics—which *must* evolve—is already included in the FHA National Program of Work—all developed through the active involvement of members and based on how they viewed their homes and society and on their needs, concerns and interests. Not once on their priority list did we find clothing construction and other outdated aspects of the curriculum.

So, I challenge all of you to encourage teachers to talk to the youth they teach and to have them develop curriculum. I guarantee you it will have a similar ring to the message the Program of Work

imparts—and the Future Homemakers of America is a clue to relevant teaching.

Claudia Zent, former Maryland State FHA Officer and a junior in high school, was one of the Future Homemakers of America who represented the National Organization at the White House Conference on Children. In her report of the conference, she said, "Through work in my forum, I saw that the purposes of FHA actually reflect the *dire* needs of our entire society. At the present time, effective work on these needs is sadly lacking. The recommendations my forum put forth actually were the purposes of our organization. This conference confirmed my belief that FHA is the most relevant youth organization today. Our goals are the needs and goals of the nation. We need to work with problems at their core!"

The second challenge I would make is one that Mr. Wesley Smith, Director of Vocational and Technical Education in California, extended to the participants at an FHA Adult Seminar in Sacramento last November. In essence, he said that youth organizations as an integral part of vocational education bring life and breadth to a program, and that a vocational education program without a youth organization is derelict because it is a program which denies the ultimate in relevancy. He further stated that he was ashamed to admit that there are hundreds of thousands of young people in home economics denied the opportunity to participate and grow through the Future Homemakers of America. He is quite certain, as we are at the national level, that this opportunity will not be made available to all unless we manage to obtain at least two commitments.

First, a commitment is needed from the total home economics profession that transfers FHA from "something that is nice to have" to "something *we must have*." This challenge is something the profession cannot afford to overlook or ignore.

Future Homemakers of America should not be thought of or developed to be a showcase for home economics and vocational education. Rather it must be a real part of home economics which provides opportunities for members to strive for self-fulfillment and to be contributing family members. All of this can make a real impact on our society. Nowhere in our home economics educational system is there a vehicle so powerful and with such potential as the Future Homemakers of America. Our trouble is that as a profession we do not take full advantage of it as a teaching tool and make use of it as a functional part of home economics. Furthermore, we are derelict at both the pre-service and in-service level for we do not help teachers to gain the competency to use FHA as a method of teaching, nor to work with youth to make it a part of the home economics curriculum.

According to Mr. Smith, "It is a living shame that in the preparation of home economics teachers, the obligation to develop proficiency as FHA advisers is allotted so much less importance than is the proficiency for subject matter. The teaching of organization management is almost totally absent. And if we start now it would take too many years to correct this situation. Therefore, we have a responsibility to plow into the fields of the tens of thousands of capable advisers already on the job to help them increase their understanding and 'know-how' of executing such a vital program as the Future Homemakers of America." Every home economics teacher in the school system must understand the values gained for the students and herself by making FHA a part of her teaching program.

Every teacher training institution in this country preparing teachers of home economics should have the responsibility to help prospective teachers to understand FHA as a vital part of home economics and help them make FHA an integral and essential part of that instruction. Another must would be that every student teaching center have an active FHA chapter. Now to overcome this dilemma of unprepared advisers, we must work together—state supervisors, state advisers, city supervisors, teacher educators and others in the profession. As a whole all home economists are far too complacent about the role of FHA in recruiting into the profession and about the potential for that very profession.

Only then will be begin to have the kind of leaders that know how to work with youth to develop FHA into a meaningful organization. As Mr. Smith said, "This is no arena for amateurs. And it is too important a role to be left to chance." We must teach teachers how to teach through FHA.

Furthermore, there are far too many curriculum guides that come out of the state department of education that do not even give FHA visibility, let alone show how it is a part of the total home economics program. Nor do they show evidence of youth involvement in the planning.

Also from where we sit we would like to see more coordination of effort on the part of professional organizations and the U.S. Office of Education. Far too often FHA is left out of the picture. FHA too is a professional organization which feeds into the adult home economics profession. We must work more cooperatively on endeavors of common concern.

This all leads into the other challenge that Mr. Smith projected—that of taking full advantage of former FHA members and capitalizing on those who have gone into home economics as a career because of FHA as well as those who have gone into other professions.

We are all in the business of helping youth develop into happy, productive citizens and of building homes that strengthen our society. From the *YOUTH Reports* publication a student has this to say: "We want real programs—not make-believe. We want to know what is happening. We want to identify with something meaningful." FHA provides this opportunity for identification and for relevant programs. An FHA'er said, "We'd like to be trusted and given a chance to have an actual, real part of the work . . . so we are going to make mistakes and we do need adult guidance."

Mrs. Esther Peterson at a national FHA meeting said, "Some of the over-thirty crowd who allow themselves to get excited over such heart-of-the-matter matters as the varying lengths of teenagers'

hair could concern themselves more profitably with the heights of teenage aspirations, the depth of teenage thinking, the breadth of teenage understanding."

The priorities then as I see them are:

1. to turn kids on by actively involving them in all aspects of the program—in the planning, managing and evaluating
2. to see that FHA is an integral part of home economics and is treated as such through . . . pre-service and in-service preparation of teachers.
3. the professional groups must believe in the importance of FHA and give evidence of their belief through action.
4. conscious effort to reach and serve more boys.
5. a willingness to change, a flexibility that takes into account each youth's needs and a forward, understanding outlook.

CURRENT CHALLENGES IN HOME ECONOMICS EDUCATION RESEARCH IN AN AREA OF TURBULENCE

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The tornado of criticism related to ineffectiveness in educational programs formed in 1957 with the Sputnik performance. The winds picked up in intensity as the public, including legislatures, discovered among other things that there were children who could not read by sixth grade level of schooling, that youth were being graduated from high school with lacks in numerical and scientific concepts, that youngsters were found to be illiterate in their own language—English. To deter and stop the winds of inadequate educational programs for youth, national institutes and workshops for teachers, new equipment, and new curricular and other materials for classroom use were provided.

But, as is true in most storms, a tornadic climate can create the situation for many side storms. These clearly emerged in the 1960s. It was discovered that there still existed in our affluent society a group of citizens not sharing in the benefits of citizenship; the war on poverty with all of its programs emerged. Along with this, it was discovered that people were not being prepared to become employable. Thus, the situation presented the rebirth of the importance of vocational and technical education and the emerging of the many manpower and labor department employment programs.

Home economics education did not escape the critical turmoil of the times. The storm center for high school and postsecondary homemaking programs seemed to focus on the irrelevancy of these programs to the real world. The thrust of occupationally oriented programs, conceived by the wisdom and logical reasoning of national and state leaders, assisted among other things in squelching the continuation of home economics programs that had little value for participants.

Home economics educators in the tranquillity of the university and college settings also felt the bluster of the change winds. We were asked to impact more directly on programs for all the people in all areas of the state. More traditional role descriptions no longer applied. Some of us were asked to assist with the research function—we were updated, reeducated, redirected for fulfilling this function.

At the same time, federal funds were allocated for research and development as never before in the history of the Office of Education, in the Department of Health, Education, and Welfare. Add to this the fact that many universities and state departments were earmarking funds along with time for professional personnel to carry out the research function. The implication was clear: the findings of research were to be used to help penetrate and focus effectively the storm being waged against the weak spots in the educational system.

Home economics educators have produced as evidence reports such as the Chadderdon-Fanslow and the Nelson *Review and Synthesis of Research in Home Economics Education* reports; the Mather and Boleratz *Research Abstracts: Home Economics Education* (1966-70); research reports given by home economics educators at annual American Vocational Association conventions and American Home Economics Association conventions, and those being published in the *AHEA Journal*, the *AV Journal*, the *AERA Journal*, and other educational periodicals. What are the challenges ahead for home economics education researchers? Have the past accomplishments paved the way for a calm, productive future?

The Challenges for Us

Probably, we represent the most "applied research" oriented area of study in the entire field of home economics. Persons in our "other professional world" of education and in allied fields of study such as psychology are developing the theories with which we identify as we tackle the instructional problems in home economics education. Once we accept and keep deeply involved in the facilitation of meaningful learning through dynamic teaching as our most unique and central contribution to the field of home economics and our shared contribution to the broad field of education, we can "zero in" on the solution to problems that will contribute to the "significant differences" which we were "born to discover" when we became educational researchers.

We have been involved in some experimentation to discover sound changes in our secondary school programs, in our teacher pre-service and in-service programs, and in our continuing education programs. Much more remains to be explored as sociological and technological changes that affect us continue to occur. Are we involved enough in experimentation to insure that the emerging middle and elementary school programs are sound? Can

we provide research-based experimentation to strengthen the preparation of adequate administrators for our programs, to insure the appropriate education of our international students for involvement in home economics programs in their own cultures, and to fulfill the expectations of our faculty members who serve in advisory capacities in countries other than our own?

Have we adequately provided, taken advantage of, or even explored extensively the rationale for and potential effects of rigorous pre-service and in-service programs for the preparation of strong home economics education researchers?

The age-old question of the place of thesis and dissertation research in home economics education has not been settled. The autonomous nature of university and college environments, the value placed on individualization of student projects, and the failure of leaders to conceive and implement priority problems (and enduring goals) for home economics education research efforts all contribute to ineffective utilization of this great resource of research contribution. Why this criticism? Some of the most unique and carefully planned research efforts have been in doctoral dissertations. What has happened with the findings? Yes, you are right —the candidate received the doctor's degree. We in home economics education can be held accountable on the deficit side unless the findings are disseminated and utilized or replicated as suggested by Nelson in her recent review, thereby making a contribution to the field. This is left for us to resolve.

Have home economics education researchers been caught in the whirlwind of the "publish or perish" syndrome and forced to abandon the true function of research? Since we are an applied field, do we have an obligation which exemplifies the value of application of research findings for helping people? One is concerned by the number of research studies which never impact on the lives of people through home economics programs. We are further concerned at the discontinuation of research efforts and applications at the conclusion of a funding period. A challenge ahead will be to devise a system whereby the application and dissemination of findings are just as important a part of the research design as the objectives, procedures, and statistical analysis.

We have living examples that home economics educators can plan and conduct research projects cooperatively. The quality and the general applicability of these efforts make us recommend the increase of such efforts in the next decade. Not only would this enable us to attack more of the basic problems which still persist, but it would help to eliminate unnecessary duplications of projects and researchers' time and funds.

In relation to cooperative research, an additional challenge is to include other home economics subject matter specialists on the team. With knowledge multiplying at its present rate, it is difficult to keep abreast in our one area of education without trying to keep up in all the areas of home economics. The keeping up referred to here is for the purpose of providing the theoretical base for research efforts.

Another challenge is to strive for quality in research efforts. This quality will be in evidence as more projects come to have a theoretical base and clearly specified objectives, hypotheses, and procedures (including valid and reliable instruments). Experimental projects should have these characteristics, with even more careful consideration being given to the sampling plan and the selection of the variables (not just in the cognitive domain) under study so that generalizable conclusions can result. The "no significant difference" era has lasted long enough.

Another challenge relates to utilizing the old advisory committee concept in research. The membership of such a committee would be composed of those people who have any responsibility with a project—for example: homemaking teachers, university administrators (head of home economics education), home economics education researchers charged with conducting the research activities, home economics state supervisors, and public school administrators. The committee can be led by a coordinator. The benefits derived from this statewide or interstate advisory research committee are well known: the research objectives are likely to impact on real problems identified; funds are likely to be in appropriate amounts; research personnel will be likely to have the time required for conducting the project and to receive the assistance needed in completing the project; and implementation into programs will be most likely to result. A side effect, probably just as important as those already mentioned, is that everyone concerned with the project perceives its importance and significance since he has helped to plan and develop the project.

The last challenge relates to you, the personal researcher. Do not be afraid to be original. The field needs a flood of new ideas because of what is now known and because of the overwhelming problems now facing individuals and families as life is lived in this part of the 20th century. Isn't it exciting just to think what is going to happen to teachers, teaching, students, and curricula when just one little invention hits the market—the "Stirring Cooker?"

THE AMERICAN WOMAN TODAY

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Today's American woman: she is an infinite variety.

She is a militant feminist—a Betty Friedan, a Kate Millet, a Gloria Steinem charging against the limiting forces of sexism.

She is a gentler Judith Viorst, still feminist enough to ask, "Where is it written that husbands get 25-dollar lunches and invitations to South America for think conferences while wives get Campbell's black bean soup and a trip to the firehouse with the first grade?"[1]

She is Congresswoman Shirley Chisholm, declaring that she has been more discriminated against as a woman than as a Negro.

She is 17-year-old model Jane Forth with her shaved brows and circles of rouge on her cheek bones, "super-starring" in an underground movie.

She is black writer Renée Ferguson explaining in the *Washington Post*, "The women's liberation movement touches some sensitive nerves among black women—but they are not always the nerves the movement seems to touch among so many whites."

She is Sister Sally, about whom Lenore Kandel wrote:

"Moon-faced baby with cocaine arms
nineteen summers
nineteen lovers
novice of the junkie angel
lay sister of mankind penitent
sister in marijuana
sister in hashish
sister in morphine
against the bathroom grimy sink
pumping her arms full of life."[2]

She is the little hippie, Linda Kasabian, whose humanness was not completely destroyed in the morass of evil which had sucked her in.

She is voluble Martha Mitchell with her telephones; rising singer-star and former D.C. teacher Roberta Flack; first woman president of the American Technical Education Association, Ruth Midjaas.

She is an elementary teacher in Clinton, Iowa; a New York City high school dropout without skills for earning a living; a young potential member of the Pussycat League; the 20-year-old mother in a California commune; the recent bride shopping for groceries in the neighborhood Safeway; and the former Future Homemakers of America president combining her work life and family life in a harmonious synthesis. (We always hope that FHA girls achieve this harmonious synthesis.) She is today's American woman living in a complex world of rapid change. The neater linearity of the female life style of the past, with its relatively predictable sequence of life experiences, has given way. A maelstrom of sensation and experience influences today's woman. The result is a wide variety of life styles.

There is more concern with affect today, less with reason and logic. Our work lives and our family lives are affected. Excesses of emotion, sensation, and sensuality are symptoms of the times. Restraint and discipline are values meagerly prized in present-day American culture. Modern dress with its color and variety and frequent unisex character; the passionate wordless wail as song; art expressed as impassioned anti-establishment protest; R-rated movies; sexually titillating TV ads—even for such mundane products as shaving cream and, more recently, the breakfast oranges; sensitivity training; the drug scene; "soul"—these are only a few of the evidences of emphasis on sensation and feeling. The theme today appears to be, "I don't want to read; I want to feel. I don't want to learn; I only want to experience. I don't want to look; I want to touch."

Women's lives and modes of response are, of course, affected in myriad ways by all the emphasis on feelings, the down-playing of reason. Wholly consistent with this emphasis are some of the forms taken by the movement for female equality. Women have been afraid of not being heard if they spoke with soft reasonableness, so they have raised the angry voices and fists of the hot communications of the day.

Perhaps it is not really as paradoxical as it might seem at first thought that along with much violence in emotional response to the social problems of the day we are also seeing an increased tenderness. Many young people seem to be groping toward a life style of increased social concern, of humaneness, of gentleness. Helping them find expression for these goals and feelings through responsible family life is one of the chief challenges to the educational field of home economics.

Women today are expected to be full human beings. They are involved in expanded expectations —and frustrations. At a recent conference on teacher education, someone voiced the often-repeated notion that women have abandoned the home. An educational philosopher replied, "No, the home has abandoned women. That is why women are seeking new role definitions and new modes of expression." This is a provocative idea that needs further exploration.

Whatever the cause, women are seeking new paths in both family life and work life. The female's search for new occupational identities and for fair and equal treatment in the vocational role should be of concern to all educators.

There are no basic differences in intelligence between the sexes, and women can succeed at almost any job a man can do. These are well-established facts. However, stereotypes are operative which limit the vocational opportunities open to women. Certain occupational roles, such as nurse, teacher, or secretary, are generally considered acceptable; certain others, such as business executive or airplane pilot, are frowned upon, not only by men but by many women.

Of the "acceptable" roles for women, the wife-mother role is still the *most* acceptable. Opting for the career role as first in importance, as a ***reasoned*** choice, raises questions of the woman's femininity among "Freud-and-Spock-thinking males." Regretfully, many women see a career as a choice of last resort—an evidence of failure to achieve the primary feminine goal.

Ambivalence with respect to their role goals is felt by many women—although my observations lead me to believe that this ambivalence is giving way. My generation felt it (still feels it) more than the current crop of young women in their 20s and early 30s. They appear to see their various roles as more of a piece—a synthesis of roles, if you will—and they are less torn between them.

Ambivalence with respect to his roles is not unknown to the male, but tradition is on his side when he makes his job or career central in his life. Particularly for the male, self identity is found in

the occupational role. He concentrates his energies in this role with little feeling of guilt or conflict.

On the other hand, many females find their identity through association with husband, lover, or boss. It is still rare to find a couple who choose their geographic location in terms of the female's occupational situation. If the woman's employment is the primary consideration, she connives to make the man somehow feel that he gains by the choice. She assiduously sets about mending the purple toga of male ego which she feels has been rent by her dominance. Thus she seeks to reassure him and assuage her own guilt feelings.

Whether the roots are in tradition and training or in female anatomy, most women respond with considerable submissiveness, in the personal relationships with the men they love. Certainly loving men are also giving, gentle, and considerate in intimacy. But, for the most part, it is the woman who is the more accommodating and adaptable, who accedes rather than proposes—although, admittedly, she may have stage-set the proposing. After writing this, I discussed it with two of my co-workers, one of whom is a 26-year-old career woman. She says it is the only statement in the paper with which she disagrees.

Most women of my generation with whom I have discussed the matter agree that it is the female who experiences most conflict in shifting from the softness of one role to the greater toughness and aggressiveness that may be required by her occupational role. Those who are concerned with women's educational and work lives need, at the least, an awareness of the fact and nature of feminine role conflict experienced by many women. And they need an awareness that this conflict may lessen as women achieve greater equality, and, in a very real sense, liberate their men from some of the unfair demands that society has made on them.

A basic fact to be taken into account is that women will still have to bear the children. There is a play in which a 16-year-old boy becomes pregnant, but there seems little likelihood that such a situation will ever exist outside the world of phantasy. Because of motherhood, the woman's work life, and her educational life as well, are likely to be discontinuous in nature. Just as the majority of men desire fatherhood, so do the majority of women desire, and achieve, motherhood.

But the problems of population explosion are forcing us to take another look at parenthood. Stringent limitations on family size appear to be inevitable, essential from a social point of view and possible from a medical point of view. It has been suggested that the day is not far off when girls will be innoculated against ovulation at, say, age ten, and will need to take a baby license before they can get the pill or shot that temporarily allows fertility—all of which will result in greater availability of many women for the work force for more years of their lives. Hence, the concept of the "discontinuous nature of women's work and education" will be a somewhat *less* important factor in considering womanpower in the economy or education for women.

In addition, modern methods of contraception, changing abortion laws, and the social necessity for family size limitation, along with changes in sexual mores and other changes that impinge on family life, are bringing about alterations in family forms and functions. Alvin Toffler discusses these changes in his book, ***Future Shock.***[3] He refers to the nuclear family, "stripped-down and mobile," as the standard model in all the industrial countries. But he sees emerging new couple arrangements of varying commitments with respect to time and goals—some based on mutual interests and matched careers, some based on parenthood as a primary function, some perceived as relatively temporary arrangements, some as permanent. He suggests that some families may defer child rearing until the retirement years; the post-retirement family could become a recognized social institution. Other alternatives lie in communal family life, group marriages, homosexual family units, and polygamy.

The field of family life education must decide whether to adapt in terms of these developments or to take a stand for one or more particular concepts of home and family.

Confusing the problem further, but adding a new dimension of challenge to home and family life education, is an interesting situation articulated by Renée Ferguson in a recent issue of the *Washington Post.* She said:

> At a time when some radical white feminists are striving for a different family structure, many black women are trying to stabilize their families. They are making a special effort, in a great number of cases, to assume the wife and mother role more effectively.

The modern black woman is trying to become more effective as wife and mother within the more conventional concept of family. She sees the instability of the black family as perpetuator of disadvantaged status. Hence, she wants education for her homemaking role as well as her work role. But the old home economics stereotypes are not acceptable to her—nor should they be.

It should be noted here that an April 1970 publication of the Bureau of Labor Statistics states that the preparation of Negro women in the labor force may be expected to decline from 49 percent in 1968 to 47 percent in 1980. This change will reflect the improving economic situation of Negro men and the lessening pressure on the female to contribute toward the support of the family.

I do not believe that I am in error when I say that home economics education classes are still based on the assumption that the girl will be a full-time homemaker or, perhaps, a homemaker with a part-time job but not a career (heaven forbid!).

What are the facts about women's work lives?

—30 million American women are gainfully employed. Nine out of ten women will be gainfully employed at some time during their life.

—In 1968, about 2.7 million working women were heads of families.
—About three in five working women, old and young, are married. In fact, 34 percent of all married women work.
—Working women have not abandoned the home. They simply do two jobs and they need *realistic* preparation for their two roles.

(A recent study by Dr. Bessie Hackett of Illinois State University dealt with a job analysis of homemaking. Using a card sort technique, she obtained descriptive data from 20 randomly-selected employed homemakers and 20 randomly selected non-employed homemakers, all 40 of whom were also mothers. The jobs of the employed and the non-employed homemakers were found to be very similar.

Tasks associated with preparing family meals, routine cleaning, giving attention to children and husband, and personal grooming were most frequently performed. Shopping, meal preparation, and seasonal cleaning demanded the most time. Homemakers did not perceive any task as very difficult. Rated as the most important tasks were: managing finances; food purchase and preparation; bathroom cleaning; laundry; helping children; giving husband and children personal attention; and participating in church, school, and community affairs.

Seldom-performed tasks were: furniture buying, food preservation, gardening, seasonal cleaning chores, home improvement, and sewing. Rated least important were gardening, food preservation, washing the car, home repairs, sewing, and caring for pets.)

—Working mothers need help in caring for children. In March 1967, more than ten and one-half million mothers—38 percent of all mothers with children under 18—were in the labor force.
—Women are living longer, hence have more years in which to be productive workers.
—Discrimination against women in the world of work is an appalling fact of life in the 1970s. With respect to their occupational roles, they are limited by female occupational stereotypes, sex quotas in professional schools, and their own limited vocational self-concepts. This is changing—women are seeing to that—with the help of those sensitive males who are liberated from outmoded attitudes about the sexes.

Home economics should accept as a major challenge the problem of helping girls and women to understand the many facets of their roles, the increasing options, and the increasing opportunities open to them.

Out of the efforts to improve the vocational and family lot of women may come a new concept of what it means to be a mature, fully functioning woman. Such a woman will be a partner to men, neither subservient nor threatening or "emasculating"; feminine in the sense of womanly rather than helpless and childlike; more interesting to her husband and children; and fully responsible in her roles as homemaker, employed person, and citizen. In a satisfying, contributing, wholly human synthesis of her various roles, she will find her identity.

NEW RHETORIC FOR THE SAME IDEAS OR NEW OPPORTUNITIES

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I think that in your hands, as home economics teachers, there lies as much of the future for young women in this country as with any teacher in the system at any level.

I want to share with you some of the reasons for my thinking that this is so. Before you think that I am dropping on your shoulders the responsibility for the success and failure of every individual, let me assure you that I am a realist, and as a former teacher I know that it does not necessarily reside completely in your hands.

What I am saying is that you have the benefit of organization at every level, and you have not yet taken full advantage of this potential. Perhaps your organizations' meetings at the local level are like those of many teachers; those who go to the meetings are the ones who don't need it because they're well aware of what professionalism means. However, it does no good to say we could do a lot of things if those others would. Let me suggest to you that in most of our society, 10 percent of the people actually do the hard work, another 20 percent will join you if you give them some direction, while 70 percent will wait to see what you can stir up, and, if informed enough, will support you.

Let's not waste time talking about what others don't do. People have a marvelous facility for copying, if they think that's the way things are going. Get rid of your self-righteous feeling, leave off your defensive hat, and just open your mind to me. Let me share a little of the thinking that makes us feel this way.

I know we're on the brink of a new vocational home economics. However, in my work at the Labor Department, I hear constantly a kind of reference suggesting that many people in government don't believe you have the capacity to make the changes necessary. There will be a steady erosion of your responsibility as professionals if you don't accept your role now.

In the past, the prospects for a student who majored in home economics were limited to the idea that one was going to use this in one's home. For those who had to work, maybe they could make something out of it.

Don't build up your doubts to me! I'm trying to tell you what it's like to your public. You may have a different idea and you may argue that this is not the design of home economics. It really doesn't make any difference what the design is, if that's what the

public thinks it is. You know you've got a PR job to do when you hear parents saying, "I'm not insisting that my daughter take home economics, because she learned to make brownies when she was five years old; she's not going to need to sew, as cheap as clothes are; and she can get a sewing class at Singer if I buy a machine."

Don't bother to tell me that in your community it's not like that, because the influence on your division comes from outside your community. It comes from all the way up in the halls of Congress when budgets are decided. It goes all the way down into the state department of education where you're not represented except, perhaps, by your state department of home economics division chief.

In many instances, your decisions are being made by people who don't know what home economics is. If that is really the case, you ought to be dissatisfied enough to change it.

In the past, the prospects for a student who majored in your field were limited to the demands for specialists with home economics backgrounds. But this demand is changing, and there's where I think you must capitalize. If you've been looking in the occupational handbook, reading the papers or magazines, you will note a growth in service occupations. These are going to increase during the 1970s by probably 40 percent. All you have to do is to try to get certain kinds of services, or miss your hair appointment at that predestined time, and you'll know what I mean. We know that this kind of employment is going to rise from 9.4 million workers in 1968 to more than 13 million workers in 1980. That sounds like a long time away, but the student who is 14 years old today will be 24 in 1980, at a time when that employment rise will be at its peak. No doubt, that person will be married, and will probably have two children, and may live anywhere in the United States or abroad.

The issue of service occupations becomes clearer in the light of factors underlying the increased need for service occupations and service workers. One such factor is the growing population; another is expanded business activity—in spite of unemployment and slowdowns in certain areas. A third is the increase in leisure time, together with higher levels of disposable personal income. These factors add up to a need and a challenge we are going to have to face.

In addition to this first issue of the growth in service occupations, I think home economics simply must prepare students for an expanded range of job possibilities. It is insufficient today to point to the teachers of home economics who were trained at the outset in your classrooms. If all you are doing is training conventional home economics teachers, then maybe you're overlooking some opportunities, and perhaps those opportunities lie in areas with which you are not well acquainted.

However, I'm going to assume that you have discussed, read about, and even had previous insight into these job possibilities and that perhaps you've been one who has said: "I wish I had access to more money to do certain kinds of things with my students, because there are such opportunities for them."

I'm going to assume you have discussed with your professional colleagues some of these ideas and opportunities, but that there are some policies blocking implementation of these ideas. I'm going to assume, too, that in your operations you don't have time to realize how related your activities are to other conditions that prevail today.

When we say that there is a greater emphasis on solving problems of poverty, and that this has created a need for some new kinds of workers, then you might begin thinking of the consultants and home managers and advisors who work with the disadvantaged in homemaking and child care and family budgeting and buying. These may be programs that you know about but have felt little or no responsibility for servicing. Why should it not be a responsibility of home economics teachers, home economics educators, to train personnel for these programs even though they operate outside the public school system or the college?

There is a growing concern for consumer education. Consumers want to know whether the detergent really does what it's supposed to do, whether or not the warranty actually is for a year if the appliance breaks down in less, whether or not the consumer is getting gypped by buying the economy size. Yet how many consumers are well enough equipped to determine whether they are being gypped or not? Consumers need help with how to use the new gadgets, and how to use some of those complicated household appliances, and to understand the differences among certain products that are foisted upon us by the mass media.

Then again, there are problems of urban living that require a greater service from you in terms of home planning, home care and equipment, and health in general. Most of all, real help is needed in the area of family relationships. When I hear people speaking about crime and the murder rate, I wonder how many of them know the proportion of these tragedies that occur among family members and people who know each other and call themselves friends? Maybe it means that family relationships must become a larger part of what we call our teaching and learning, so that one will know what to expect and how to cope with it.

Furthermore, there is an evolving economy in the field of household employment. Today one finds it rather difficult to find a dependable home helper to do anything. In fact, one finds it *very* difficult to secure help for general cleaning, for baby-sitting, or for any specific jobs. And this in itself suggests a new industry involving home-related arts, one that will make available the kind of help one needs at a given time without having to employ persons on a daily basis when one does not need them.

This suggests that if we're concerned about welfare payments for people, we can now look to training opportunities that will allow one to receive decent wages and to receive the fringe benefits enjoyed by other workers, such as Social Security, that can, in a measure, permit one to turn down welfare.

What are you going to do to help make these jobs

respectable—jobs with which one can remain dignified and command respect as well as decent wages? Can we arrange it also so that one can move along in career ladders?

Thanks to AHEA, we're getting some insights into how that can be done. But you'll have to be prepared to make sure it works where you are, because that is where the people are. And the ones who need it most will probably have access to you before they have access to anyone else.

There's another reason you are very important, and this is that women must be encouraged to go into the management fields. You teach them to manage their homes. Can that kind of learning be used in other kinds of jobs? Ninety percent of those engaged in the field of home economics may be women, but how many of those in decision-making posts are women? In many of the jobs in which women predominate, there are men at the top who make the decisions.

There's a lot of room for women managers with service companies today. I think you need to open those new fields of thought to young women. Why do I keep saying "young *women*" when we know that your field must be opened up to young men in order that we can have male nurses and service workers? I speak this way because women have been eliminated from so many of these management-level occupations by tradition. And unless we can relate it to practical living and the jobs that need to be done, I'm afraid we will think continuously in terms of traditional roles for women and traditional roles for men. Our very language will suggest what we personally believe.

You are going to have to help the Women's Bureau and other women's organizations; for as long as women who are prepared for jobs are still denied opportunities by those who say: "Yes, you have the best qualifications, but we want a man," then each of us has a responsibility to refute the myths and supply the facts. When people say women don't need top jobs at top pay, they should know of the large number of families headed by women and living in poverty. You've read the figures and you probably know them better than anyone else. When you hear that women are not temperamentally suited for management, ask why their traditional role has been manager in the home, where you had to stretch a budget that was nothing to something. Ask why we have said that the children and their rearing are the role of the mother in the home, if women are not suited to manage.

You can cite the facts that say that women have been done out of more than $20 million of their equal pay for equal work over the past two or three years, and tell them there's likely to be some more back pay coming! Remind them that they might find a change from the stereotyped belief that nobody wants to work for a woman boss. If you are one of those women who has been walking around saying: "I'd rather work for a man than a woman any day," ask yourself if that is because you can get away with more when a man is your boss, or whether it's that you have to find a new substitute for what you used to call the fringe benefits of secondary pay? Then look around you and ask how many people get to see the boss anyway? Half the time what we're really talking about is the need to have defined the jobs we want to do.

Another myth that must go: "There's no need to train women for management posts because they're going to get married and have babies and move with their husbands." I think most of you know how I feel about that; until we get somebody else to have the babies we've got to accept either letting women have the babies or else a population minus zero.

As for moving with husbands, maybe you can help destroy this old idea that women have to follow their husbands, and the idea that ambition is a masculine trait that women are not supposed to have. It is obvious how this myth is used against women. You don't give women training because they don't take their careers seriously. On the other hand, they say that the best role for a woman is as support for her husband, who's supposed to be ambitious and get ahead in the world.

These are the inconsistencies that I think we have to take a look at, and the Woman's Bureau has been, over the 50 years of its operation, one of the greatest single factors in helping to destroy those myths. So when you look at the paper and you see those figures about how many women are doing this and how many are doing that, and it says "United States Department of Labor," I'm going to ask you to think twice about it. I'll bet you a dollar to a dime those figures were broken down right in the Women's Bureau, in our Division of Economic Status and Opportunities. If you don't trust me, call and ask them for information. They'll refer you to the Women's Bureau. You won't see it in the print; that will say: United States Department of Labor; but the next time you ask: "What does the Women's Bureau do?" that's a pretty good thing to know. We do a lot more than that, and we are available to you for help. Let us be of help, because in turn, you're going to help us. We need more staff and a lot more money, but if you don't even know what we do, we can't count on you for help.

It's a bad load that I've dropped on you, but if it's going to be done, you're going to do it. That's the way women are.

SERVICES TO THE POOR—NEW TRENDS AND NEW DIRECTIONS

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This is an interesting time for you to meet in Washington, because tonight the President will be stating some major changes that are on the way, and some new initiatives on the domestic services front here and in the federal agencies. One of those major changes will definitely affect the Depart-

ment of Health, Education, and Welfare. If you have seen Jack Anderson's column, or if you have heard reporters over the last two or three days, you may be aware of at least some of the general directions.

But you may not be aware of the kinds of concerns that are voiced daily in the inside workings of government, in HEW particularly: the growing concern, the growing disenchantment with the nature of our human services delivery system, and the increasing evidence that we have developed a plethora of separate, fragmented, overlapping, sometimes duplicating, human services. The Department of Health, Education, and Welfare alone funds between two and three hundred separate categories of aid programs, most of them going to states and localities.

A growing concern is that, because of this greatly fragmented nature of human services, government has reached a critical point in its ability to respond effectively to human needs. Many of the services, designed and developed decades ago, have themselves become obsolete.

The question of inaccessibility is a theme that runs consistently through our discussions. If you heard Secretary Richardson recently in some of his public interviews, you have heard him say that beyond the terrible problems of urban decay and discrimination and poverty we have in this country, perhaps the most crucial problem facing us, is to make government responsive to the needs of people.

Now, it seems to me that as we look around at who is doing what in the human services business, there are very, very few examples of professions or of disciplines, or of services or programs, that have been able to put it all together. I do think that the home economics profession is one of those very few. Indeed, it well may be the best example we have of a profession that is able to mobilize a wide array of services, resources, tools, know-how and skills, and bring them to bear on a particular problem, such as those presented by growing young women, or women in this country.

The Community Services Administration, which I represent, was created a little over a year ago, in an effort to put a little order into a very chaotic situation, so that through one operating agency we would pull together the resources and the manpower and the over-all leadership and direction for services related at least to one identified group in the country—public assistance recipients.

In other words, the aim was to provide a better rationale and organization for the services that grew up around the public assistance programs of Aid for Dependent Children, broken homes, Old Age Assistance, Aid for Blind and Aid for Disabled. We are now in the process not only of trying to make a little sense out of what we're doing in that area, but of pulling these things together. We can see the need, really, to separate those activities and that program from what has been the financial assistance program, and so the welfare reform has really two major thrusts.

One is to bring order and somewhat greater uniformity, greater objectivity, and greater adequacy into the financial assistance end of the business, and then to separate the other kinds of human services and create a separate human services business that is concerned not only with welfare recipients, not only with the poor, but insofar as possible, with serving the entire community. In this way, eligibility for services is not based on being a welfare recipient, but on having a need for one of these types of social service.

In order to do this we are engaged in a very complex, and in many ways a very disruptive, kind of enterprise. Imagine dealing with a $10 billion system of well over ten million people and probably two to three hundred thousand personnel in the country. It is that system that we are now dealing with, to effect some of these reforms.

Because we are dealing with such a big enterprise, we think that we need to have a handle on the system. We think that we can affect, for good or bad, the course of human services in the country.

Now, while we are separating and building up an independent social services system, we see the need to look to other pieces of the human services system and find a linkage and to create a more consolidated system.

For example, mental health ought to be allied with the social services; services for the aging should be allied and consolidated with human services. Services for retarded kids basically require that they and their families have the same kinds of services. This should be brought in. Many of the community action programs have developed independently in localities, tied to nothing. Many of them need to be pulled in and coordinated and allied with these larger human services.

So those are some of the things that we are examining, and the legislation that will be proposed by the Administration this year will unquestionably reflect this approach. Some of the organizing principles are those that let us stop defining human problems in terms of the agency's program—they let us turn that around and bring agency programs to human problems.

So, increasingly, we will be saying: let's define the human problem and then let's look around and find the resources that are needed to help solve that problem. Thus, when people come to a service agency in a community, they don't have to stop and wonder: is it vocational rehabilitation that provides this, is it the aging, is it the school system, or is it mental health, or what? They may come in with a problem that calls for a home management service. It's the service agency that brings the home management service to bear on that problem.

That is one principle. The other is that we're going to try to do our best to avoid isolating individuals from their families or fragmenting individuals themselves in terms of services. We think a service industry in this day and age must be able to approach the whole child—indeed the whole family.

There's another principle: we simply can't, in this day, imagine designing and delivering services

without the very heavy involvement and participation of the people who are going to use those services in the design, in the development, and indeed, in the delivery of the services themselves. So consumer participation is going to be considered very, very carefully in this development.

In many ways, the traditional welfare program is evidence of the failure of the other systems, the failure of health, the failure of education, the failure of housing systems particularly, though I don't think we can effectively argue that point. Precisely because welfare has suffered from the failures of other systems, we think that one of the major missions of a human services business today will be to act as an advocate, an advocate for the consumer and for people in need, to see that those systems—the health system, the education and the housing systems, are really doing their jobs. So we may be operating on quite a different plane, as time goes on, from a strictly one-to-one, case-by-case, basis.

One of the ways we have for improving our system and regaining some of the lost confidence and credibility in the public social services system is to define more carefully our goals and our objectives. Precisely what is it that we intend to have happen in the lives of individuals and families?

Let me mention four or five major goals and objectives, because you will see how much involved your services and your skills are as we cite these.

Take, for example, day care; one of the highest priorities in domestic services programs and in future legislation will be the funding and the vast expansion of day care facilities. The objective here is to remove obstacles to job readiness for parents, particularly for mothers who are ready and able and want to enter the labor market. Presently there is a tremendous gap between our resources and what is needed.

There are presently only 640,000—perhaps a bit more in the last few months, because momentum has started and we're moving rather rapidly now—but let's say, 700,000 licensed day care slots, as we call them, in the country. Our estimate is that 12 million kids, 12 million children under the age of 14, need day care. So the potential for development and expansion here is far beyond our capacity to deliver in the next year or two or three.

I hasten to add that out of all the children who are presumably getting some kind of day care, it's our estimate that at least a million and a half are so-called "latch-key" children, who do not have an organized program, who literally are left with a key to the apartment around their necks, so that they can let themselves in or out. We have a very, very long way to go here.

Now, there is a tendency for some of us to think that we're going to have lots of organized centers all over the country, and we will be pushing the concept of center programs, because you can mobilize what you really want in a center program for developmental purposes, education, and parent training and health care. Given the nature of the game, however, mobilizing the money and the funding of the facilities, and getting the construction going, is a massive problem. So we are not going to have the majority of kids cared for in organized centers. At the moment, only eight percent of all children in day care are cared for in organized day care facilities or centers. While that percentage will increase, it will not be a drastic increase; most kids are going to be cared for either in their own homes or in family group homes in the neighborhood.

A second major concern and priority is to improve home and financial management. There are thousands upon thousands of poor families, especially dependent families, AFDC families, young parents with children (sometimes unplanned-for), who are without the skills, the knowledge or the experience to maintain a home or to care adequately for children. Not that they are not potentially able, or don't care for their children, or that they are willfully negligent; but they simply have never learned. They have not had this kind of training or experience, either in home or in school.

We find hundreds upon hundreds who are asking for this kind of help from the public social services people, who in turn generally go to you, the schools, and say: "Can't you possibly help us set up some classes?" This is a fast-growing development. It is one of those hard, concrete, highly visible, much-wanted kinds of services that is growing rapidly throughout the country.

I happened to see a questionnaire that came down from New York City last night. They did a survey of service requests, service needs. Clients themselves voluntarily listed the things that they needed most. The thing listed most frequently, far above the next in order, was home management and skill training. That they are themselves requesting.

Another very great need that affects children is to bring these kinds of home management and skill training to young mothers or to families who are, perhaps, neglecting their kids. This neglect may not be willful; nevertheless, unless some aid is brought to those families and those kids, there will be court action; kids will be separated from their parents and placed in foster homes. The history from that point on is rather grim.

We think we need to put as many of our resources as we can into preventing that from happening, and home aides and homemakers play a key role. The need for home economics people to train and instruct such home aides and homemaking personnel is crucial.

Finally, let me mention another major goal: to make it possible for older people to stay in their own homes when they want to stay in their own homes, instead of having to go to rest homes, nursing homes or institutions, when that really is not necessary. We have a great many old people who have been relegated to the back wards, who would never have needed to leave their own homes and did so only because they could not get adequate home care. Again, the demand here is for homemakers, home aides, and home health aides,

who will have to be trained by home economics people such as you.

I have presented you with four major goals, calling for a vast expansion of one part of the service industry that Mrs. Koontz referred to. Frankly, I think that her estimate of a 40 percent increase of the service industry in the next decade could very well be an underestimate. If we get strong public national policy support in these areas, and if our human services industry does expand the way we think it can and should, then the increase will be far in excess of the 40 percent.

Finally, let me underscore once more where I think the consumer must fit into our planning. In the first place, it's only the consumer who can bring to us that element of reality, who can tell it like it is. Nobody else can substitute for that. All of us, in all of the human service professions in this country, have over the years become isolated and remote from the needs of people, particularly very poor people. We are now beginning to reach back and to ask for help from the consumer, the kind of help we need to understand how to become relevant.

Some of us tend to think that it's only a matter of skills and know-how, and the material needs that a poor family may have are sometimes just not in our consciousness. But take a look at what we say is necessary for a family of four to live on adequately in this country. I think it was Mrs. Koontz's own Bureau that recently gave the results of a survey indicating that somewhere between $6000 and $7000 is the necessary amount. There is an organized group, the Welfare Rights Organization, pushing to establish $5500 as some kind of a floor. Our own poverty standard, which is really a bit outdated now, says something like $3500 for a family of four. The average grant to an AFDC family in this country is $2000. There are many grants that go well below that.

So don't be surprised at what you are apt to run into; and you need to remind aides, homemakers, and others who want to do good in the neighborhood that they may not find pots and pans, or chairs to sit in, or tables to eat at, or utensils to use. These are some of the facts of life consumers can help us with. Moreover, they can tell what it is to be poor, and help us acquire some of the sensitivity that is so important in understanding some of the little words that we use quite casually, unaware of their nuances and the devastating effects they can have on poor people.

I can think of no better source of manpower than the consumer group, than the poor, than even the public assistance recipients. There's an outstanding example of the development, the training and the use of persons from the AFDC group as home aides.

Finally, I hope that all of us in human services can gradually begin to shift our gears and our thinking, and shift our resources in public welfare and social work from what has been a kind of salvaging, "picking-up-the-pieces" focus to prevention.

For example: Secretary Richardson has, besides pointing the finger at some very difficult, concrete

human problems in this country, recently focused some of my thinking and attention on something which I think is terribly relevant to home economists. This is the need for raising the quality of life in this country—the concern, as he said, for the esthetics of life, even participation in the arts. I think this is more than just an academic or philosophical issue; I think it's very, very real. The facts of life are that our economy will not be able to absorb all of the people who want to work in this country, particularly if we include women. A great number can move into the service industry, and they will. But as of today, the economy cannot absorb all the adult population in fully producing, fully self-supporting jobs. Somehow, some way, we've got to begin to use our resources to help people understand and learn how to live with this fact, how to improve the quality of their life, how to contribute and how to use their human potential in ways other than this self-support, eight-hour workday approach.

I think that the home economics profession offers the best opportunity of any that I can think of to begin to examine and to probe and to discover the full range of living in America. I can think of no profession that can make a greater contribution to the goal of raising the quality of life in America today.

VOCATIONAL HOME ECONOMICS IN A TRILLION DOLLAR ECONOMY

THE HONORABLE ROMAN C. PUCINSKI
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Chairman, Standing Committee on General Education
U.S. House of Representatives

The entire country is reawakening to the unique opportunities of the possible dream. The help of those of you in vocational home economics is needed, as is your professionalism, your idealism, and your dedication. A few weeks ago the President of the United States was invited to go to the Commerce Department to perform a ceremony which was unique in the history of our country. He pressed a button which started the digital clock which showed that this nation has reached a trillion dollar gross national product. No nation in the history of mankind has ever achieved that kind of economic gross. As awesome as that figure is—and it took 196 years to achieve this gross—it is going to double that in the next 100 months. This country is going to go to a $2 trillion economy by the time we usher in the 1980s. So you have some idea of the tremendous job that lies ahead, and the great opportunities for vocational home economics. There will be tens of thousands of jobs that need doing, and millions of people to fill them—people who in most instances will lack the necessary training.

I've worked in the field of vocational education

legislation since coming to Congress 12 years ago. We updated the Smith-Hughes Act in 1963, recognizing at long last the crying need to prepare students for home economics related occupations. For the first time, funds were appropriated for schools to begin training students for work in day care centers, hospitals, nursing homes, and other areas. This was a prelude to the enormous problems that lie ahead as we look at the growth of this country and the labor needs of America.

In 1963, the Vocational Education Act focused attention for the first time on training people to perform the enormous number of essential services required by a large society. The emphasis was not on college degrees, per se, but on fulfilling the requirements of services in short and dwindling supply. In this effort, the Education and Labor Committee, in the early 1960s, wrote the blueprint to meet the needs of the 1970s. By 1968, the Vocational Educational Amendments included language providing for consumer and homemaking education for the first time.

As all of you know, and as Congress is learning, there can be no means of reaching people to interest them in useful vocational jobs if home environments are perpetually blunted and broken by ignorance, rejection, and bitterness. This is perhaps one of the greatest problems in modern society. People are expected to do all sorts of things in school, and are expected to do all sorts of things in the world of work. Yet these people do not have the kind of preparation in the home environment that is a keystone of developing pride, ambition, judgment, and a sense of values.

This is perhaps the most important and significant thing in the new concept of legislation in my committee. There is a growing awareness of the fact that home economics cannot be separated from the educational process, and that home economics blends into the training of the total individual. The committee sought to bring the entire education community under this welcoming vocational education umbrella, because we realized that here, with home economics and vocational education working together, we could indeed bring new dimensions of learning to young Americans, and instill in the academic community an enthusiasm for the human growth potential that is contained in the programs of the 1968 Amendments.

Where, for example, were the academics when the doomsday stories began flooding the public conscience: oil spills destroying marine and shore life; pesticides polluting land, water and air; machinery being replaced because there was no one to repair it; children performing sluggishly in school because their chemical-infested diets often lacked nutritive value?

All of this and more we must face. And yet, I submit that the vocational home economists have been and are now prepared with some solid answers to these problems while their colleagues in certain academic quarters of the education community have responded instead by consigning the earth to extinction within 30 years. There are answers; some of these are in home economics. I am not ready to step into that widening tomb of extinct creatures.

With sufficient people trained to help, health and vitality can be restored where it is needed. Apparently a number of people agree. Vocational education enrollment is steadily accelerating. It doubled between 1962 and 1969 from four million to eight million. In 1970, it was close to nine million, and is still growing. I predict that the biggest growth factor in American education in the decade of the 1970s is going to be in vocational education, because that's where it counts.

Now, significantly, more and more boys are enrolling in vocational home economics courses. Young men are beginning to realize that this is a great opportunity. In 1968, approximately 58,000 boys were enrolled in home economics classes in grades nine to twelve. This was 4.4 percent of the total secondary enrollment in home economics. One and a half million people were enrolled in home economics courses out of a total of 3.8 million enrolled in all vocational education in 1968. Those who have buried home economics, and those who would say that it is a profession and a segment of education that has seen its end, just don't know the facts.

As we look over the spectrum of American education in the last two decades we find in home economics the greatest degree of sensitivity to the changing needs of the educational spectrum. Those of you attending this conference should be extremely proud of that achievement. There are still those who do not see that home economics is the base and the key. But for the most part, as I've traveled across the country and talked to people in this very important segment of our education, I find a deep sensitivity to the changing needs of this country, and I think that you are indeed the pacesetters in our educational spectrum.

Our young people are a greatly underutilized national resource, and I believe that we can say it's been the vocational educators, and especially those in home economics, who have realized to an ever-increasing degree what a natural resource these young people are. Their idealism and sense of community can and should be made abundantly available to this nation.

Older Americans, 25 percent of whom live in conditions of desperate poverty, are suffering from lack of proper care and inattention in nursing homes (and even more anonymously in their own private homes and apartments). The plight of America's senior citizen offers home economics extraordinary opportunities in education. Society needs young men and young women who can be trained to assist medical personnel in caring for them, and the gentleness and compassion young people can bring to lonely, sick old people will do more than any sociology text to teach the meaning of interdependence among the generations, and love for one another. I submit to you that people develop that kind of compassion and understanding in the interrelated courses offered through home eco-

nomics.

One of the most important aspects of young people's disillusionment with American institutions is their widespread belief that there is no spirit of mutual cooperation such as that which characterizes the goals of our young men and women today. The role-playing and social barriers that distinguished man's work from woman's work in an earlier day are largely disappearing. Nowadays it is a sharing of the task that is important. And it foretells infinite changes in the future. I'm not talking about Women's Liberation or the great drive for equality. I'm talking about the fact that we're beginning to realize that there are not two worlds, that God didn't create one segment of our society saying, "You're going to be cooking dinner in the home," and another segment saying, "You're going to be working in the shop." Man was created and woman was created and society is now beginning to realize that there is a greater world of understanding between the two. This is the goal that we're all striving for; this should be the goal. For example, the Lane Technical High School in Chicago is one of the finest in the country. The State Department sends foreign visitors to see it. It's a school that has 12,000 boys. Now they're going to integrate the school with girls, because they're afraid that they're violating the Civil Rights Act, and they are. They're going to bring 2,000 young women to the school. I got wind of this and went down to find out what kind of courses were being offered. The plan was to bring into this school the usual home economics courses that had been offered over the years to young women. I know exactly what would have happened. The young women attending this school would have been just as segregated in choice of curriculum as they would be if they were in a school ten miles away. But more important, it wouldn't be long before this fine technical high school became just another high school. So I said to the principal and the superintendent, "In my judgment, if you do not permit the young women that you're going to enroll in that school an equal opportunity in every single course being offered in that school, you'll still be violating the Civil Rights Act because you're segregating them by curriculum." If a girl wants to be an auto mechanic, so be it. She might make a better one than most of the men.

This year my committee will be considering the proposals put forth by the Administration to involve young people more actively in community and national services. We want to insure that these youngsters receive both the training and the opportunity to put their healthy idealism to good use. To accomplish this we rely heavily on both the experience and professionalism of vocational educators throughout the country.

We've gone through the sad experience that I call the "JOBS Program," or the so-called "Job Opportunity in the Business Sector." Many people think that you can train people for the world of work by bringing them into a shop, giving them a screwdriver, and in three hours teaching them how to set a screw in a socket. The drop-out rate is enormous and there are all sorts of frustrations, simply because you can't train people that way for the world of work. It takes the slow, gradual, build-up process offered by professional vocational educators to develop in a young person work habits, reliability, a sense of fairness, a sense of justice, a sense of obligation—all of the things that we find in the vocational educational community.

By 1975, as we enter this $21 trillion economy, it is anticipated that every American is going to change job skills at least four times in a normal working lifetime. There is going to have to be professional machinery set up by people like yourself, who understand the totality of a person and the problems that are involved in creating in each person a desire to be a useful, meaningful creature in the world of work.

A wise man once said, "Difficulties are the things that show what men are." We are working to accept those difficulties as a committee of Congress, and I know that, with the help of the AVA staff and you ladies in this room, we'll succeed. Much tends to be done; we need to devise an educational system that will give us as much time for career development as we now afford basic education. For the two are no longer separable. We're living in a complex society, and it's not enough to teach Johnny how to read and write and how to add figures. Johnny must be taught from the earliest age the discipline of quality.

Today they're saying, "Well, you know, the Japanese are beating us all over the world with the quality of their products." Who in America is teaching the young American anything about quality or an appreciation of quality in his work? Who is teaching young Americans anything about work habits, except for those attending vocational education? Who is teaching young Americans anything about the world of work? What a heartbreaking experience it is for me when college students come to see me and say "Congressman, can you help me get a job this summer? I need a job to help pay my way through college." When I say, "Well, I probably can. What can you do?" they look at me blankly, shrug their shoulders and say, "Nothing." What an indictment against the educational system of the past two decades. What an indictment against those academicians who have consistently looked at vocational education as an orphan and a stepchild.

My great dream is to see every American child graduate from high school with a marketable skill. If he changes his mind, fine; so be it. But at least he has a fallback position in the event that things do not go as he had hoped they would. The great tragedy of America is the young college student who drops out. He has gone part way up the mountain, and then falls, totally unprepared for and oblivious of the world of work. So our committee has to come up with a program that will stimulate this sort of opportunity. We're now talking about the Career Development Assistance Act of 1971, which will make possible career development for every

American youngster, boy or girl, to play a useful role in a world of work in this tremendous, dynamic economy of a $2 trillion gross.

Home economics offers unique opportunities in a cluster school. We're now looking at cluster schools where young people can move in and have a myriad subjects to choose from, and to try one, and to try another one, until somewhere along the line they find their niche; they find where they can do the best work, and where they can find the most exciting studies. This is the kind of thing that home economics is particularly suited for. Indeed, I think I could spend the rest of the evening here making out a case that home economics is the genesis, the basis, the very keystone of the American educational system. Today we have young people walking around aimlessly, wondering where they're going and what they're going to do, simply because we've lost those great traditions of the American education system. I hope that people like you and people like those on my committee and people in this 92nd Congress are going to be able to restore the balance and the values of American educational system to the point where our American young people can become productive and meaningful members of the world of work.

We must also realize that in a $2 trillion economy, 50 percent of the women in this country are going to be working mothers, not because of inflation but because industry will need them. We will need a labor force of well over 100 million people in this country to fill the needs of a $2 trillion economy. It is an awesome responsibility those of you in this room have, when you consider that you must prepare the young women of this country for this challenge of the world of work and the world of the home. You're going to have to do it, because if we falter, the nation falters with us. The handwriting is on the wall for home economics in all these myriad different fields because the survival of this nation may very well be calculated on how well you, as educators, do your job.

Finally, we are talking about the six-hour day for women. We know that day care centers are enormously expensive. Big day care centers may cost as much as $3,700 per child. It doesn't make much sense to send a woman to work and let her earn $5,000 or $6,000 or $7,000, when it's going to cost you $15,000 or $16,000 to take care of the youngsters. So we're now talking about the six-hour day, where women would go into work when their children go to school, and be home in time to meet these children when they come home from school so as to give them the proper parental care. There are 5000 new job skills being generated in this country. We've got to set up the programs, the educational facilities, and the educational capabilities. But I want just to remind you that those 5000 jobs must be available to men as well as to women, and to women as well as to men. You've got to find the ingenuity with which to develop these job skills that are needed.

More than any other group in our American educational system, you people here tonight, and your colleagues in all the 50 states, represent the bridge that can reunite this land of ours and redeem the promise of the 20th century. With your perseverance and practical vision, joined with our desire to extend the limits of opportunity for all, we may at last communicate the wonders of the possible dream. First of all, you must understand it. Each of you in this room must understand the role that you play. I hope that somehwere along the line, before you leave Washington, you will have occasion to pause a moment with yourself and reflect upon who you are. What is your role in the scheme of things? What is the role that you as an individual play in the enormous challenge that lies ahead? And how well can you fulfill the responsibilities of that role?

Sometimes educators are their own worst enemies. They are cruel to themselves, simply because they cannot appreciate the enormous contribution that they make. I believe if I had my life to live all over again I would want to be in education. For I know of no greater challenge and no greater reward than to look back and say, "All of these young people I have helped mold into meaningful, productive citizens: I've opened vast vistas for them in opportunity and intellectual pursuits." There is no greater reward in life than that found in the work you do. I hope this conference will have demonstrated with even greater emphasis the fact that you are the keystone. Each bridge has a keystone. Home economics is the keystone of American education.

CURRENT STATUS OF VOCATIONAL HOME ECONOMICS

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Home Economics Education
U.S. Office of Education, Washington, D.C.

Current status means status "at the present time" —but I must mention that some of the information I will give you is already out of date. Vocational home economics is changing; it is on the move, and all of you are helping it to move. I have selected a few facts and figures from summaries of annual reports. The figures I will give you are for only those home economics programs which are approved for use of federal funds in vocational education.

Numbers being served are always of interest. Are we gaining or losing? The following table gives total enrollments in FY 1968 and 1969 of secondary, postsecondary, and adult students and students with special needs in home economics programs which are a part of vocational education:

	FY 1968	FY 1969
Consumer and homemaking	2,209,541	2,334,302
Occupational home economics	73,797	114,750
Total	2,283,338	2,449,052

You will note a sizable increase in enrollment in both consumer and homemaking and occupational home economics. The reports for FY 1970 have not all been received but an analysis of those from nine states also shows enrollment increases of 61,946 in consumer and homemaking and 7,671 in occupational home economics programs. Enrollments for vocational home economics on the different program levels in FY 1968 and FY 1969 were:

	FY 1968	FY 1969
Secondary	1,558,004	1,670,347
Postsecondary	4,395	13,490
Adult	667,478	718,817
Special Needs	43,461	46,398
Total	2,273,338	2,449,052

The enrollment on the secondary level continues to be the highest and the enrollment on the adult level also shows an increase. It is encouraging to observe the sizable increase on the postsecondary level. In previous years there have been few programs in home economics offered on this level. With the rapid expansion of postsecondary area vocational-technical schools and community colleges, this is where increases should occur.

Of interest is the breakdown of enrollments by sex. An analysis of the figures for FY 1969 shows that there were 2,328,002 girls and women and 121,050 boys and men enrolled in home economics classes. The enrollment of boys and men is about five percent of the total enrollment. The descriptive reports received from the nine states for FY 1970 have indicated an increase in the number of boys and men enrolled in home economics classes—both consumer and homemaking and occupational home economics. I think that most of us hope this trend will continue. We do not have data to tell how much home economics students take while in school; such a study is needed.

Enrollments in FY 1969 by area of home economics according to the Office of Education Code were as follows:

Consumer and Homemaking	
Comprehensive Homemaking or Home Economics	1,502,972
Child Development	54,311
Clothing and Textiles	362,778
Consumer Education	31,695
Family Health	10,796
Family Relations	134,994
Foods and Nutrition	99,326
Home Management	28,182
Housing and Home Furnishings	91,918
Other Homemaking	17,320
Occupational Home Economics	
Care and Guidance of Children	20,648
Clothing Management, Production, and Services	17,029
Food Management, Production, and Services	45,195
Home Furnishings, Equipment, and Services	8,832
Institutional, Home Management, Community Services	5,33[illegible]
Other Occupational Preparation	17,726

Individuals who enroll in vocational home economics vary greatly in background and the type of home community. For many years, vocational home economics programs were offered almost entirely in medium-sized to small communities and rural areas; the cities had few vocational programs. Since the Vocational Education Amendments of 1968 require that the programs be adapted to local socio-economic and cultural conditions—particularly in depressed areas—an increasing number of vocational home economics programs have been developed in the inner cities. In both urban and rural depressed areas, programs for youth and adults are being adapted to meet the needs of those from various ethnic groups with different family patterns—American Indians, Spanish-Americans, Puerto Ricans, Negroes. Programs are also adapted to needs of migrants and families with very low income. Even the programs for the bulk of our population, the great middle class—the middle income groups which vocational home economics has served so well—are including many changes because here too family patterns are changing. A number of programs for the handicapped have been reported—programs for the mentally retarded and the physically handicapped. Other programs offered for individuals with special needs include those for unwed pregnant girls, teen parents, senior citizens, and women in mental hospitals who are helped to cope with home management problems when they go home.

Vocational home economics programs on the secondary, postsecondary, and adult levels are taking on a new image. Some of the significant changes occurring are:

—Greater adaptation of offerings to meet the needs of individuals and families in each community as a result of the requirements of a local short-term and long-term plan for vocational education.

—Consideration of preparation for the dual role of homemaker and wage earner—family decisions and responsibilities when mother works, values to maintain, increased need for good management, class and home experiences in management.

—Increased attention to preparation for employability—personal qualities needed, orientation to work, exploration of job and career opportunities.

—Expansion of consumer education included as a unit in comprehensive courses, integrated throughout various courses, and offered as a separate semester course elective for all boys and girls. Consumer and family life skills courses are being offered on the postsecondary level and classes in

consumer education for men and women have gained in popularity. In at least two states, home economics teachers serve as leaders of teams of instructors who teach consumer education. In one state, the home economics education supervisors are giving leadership to a state-wide development of consumer education programs to reach all students.

—Increased emphasis on nutrition education as a part of units and courses in meal arrangement. A special concern is actually to change food habits, particularly those of girls and women whose food habits are the poorest in the total population. Lessons on using commodity foods and food stamps, and money management for purchasing of food for maximum nutritional value, are included.

—Increase in child development courses which prepare for the responsibilities of parenthood, giving special attention to the needs of children during the early years. Such courses are offered as prerequisite to training programs in child development.

—Expansion of family living courses for 11th and 12th-grade boys and girls and for post-secondary students to prepare them for establishing a home, managing a home, and handling family responsibilities.

—Changes in junior high school courses, particularly in schools in depressed areas, to encourage students to stay in school and provide orientation to the world of work. Special efforts are being made in some schools to work with students' families in helping them to improve home conditions.

—Expansion of programs on the postsecondary level in consumer and homemaking and occupational home economics and in the development of courses which will also count as transfer credit if students decide to continue in college and work for a degree.

—A variety of offerings for adults, with increased emphasis on consumer education, budgeting, management, housekeeping, and meal management using commodity foods and inexpensive foods.

A variety of patterns of organization show adaptation to local situations in finding new ways to reach individuals and families with home economics education:

—Comprehensive courses offered in sequence on three or four levels.

—One or two comprehensive courses plus special-emphasis semester courses in all areas of home economics (this pattern is growing in numbers).

—Family living courses included in either of the two patterns above.

—Homemaking courses for college-bound girls.

—Mini-courses, independent study, use of LAPS, UNIPACS, MINIPACS.

—Middle school personal and home living courses, and integrated experiences in the elementary schools. Involving parents may be a part of these programs.

—Adult education programs taken to the people—public housing centers, neighborhood centers, store-front centers; mobile units which move from one inner-city area to another, or from one rural area to another, to mountainous areas and other distant places where families live, to Indian reservations, and to settlements of migrants. A few home economics programs are offered for the entire family.

—Teacher aides are extending the services of the home economics teachers by assisting in the classroom and making contacts with families of students and others in the community. Some teacher aides are bilingual and therefore can communicate home economics educational knowledge to individuals and/or families of different ethnic groups.

—Occupational programs are composed of classwork, demonstrations, simulated work experiences in the classroom, plus supervised cooperative work experiences with agencies, businesses, industries, and individuals who employ trainees.

—Maintaining relevance of both consumer and homemaking and occupational home economics programs through the use of advisory committees, resource people from the community, and contacts with the involvement of parents of students. State and city supervisors are serving on community and state action committees for improvement of the quality of living.

—New approaches being developed by the Future Homemakers of America, with approximately 600,000 members in 11,500 chapters, to become more of an integral part of the home economics education programs. Class experiences, FHA, and home experiences are interrelated in helping youth improve individual, family, and community life. In FHA, a new development, "HERO," is being designed in chapters for students enrolled in home economics related occupations. An increasing number of teachers are realizing that a home economics program cannot reach its greatest potential without offering students opportunities for experiences planned and carried out by FHA members themselves. Also, FHA offers one of the best avenues for leadership development and recruitment into jobs and careers in home economics.

Pre-service and in-service education is being challenged to provide programs which will prepare and help teachers keep up-to-date and able to take

leadership for initiating the many innovative vocational home economics programs offered by schools today. Undergraduate programs are being changed to include greater depth in background in consumer education, child development, family relations, management, and nutrition. Prospective teachers' programs are planned so that they can have experiences working with families of different socioeconomic and cultural backgrounds. They include work experience to strengthen certain subject areas as background for teaching occupational classes. Student teaching experiences are flexible in meeting different students' needs. In-service workshops and conferences offered in every state are helping teachers to update their subject matter background. They are being helped to develop curriculum offerings to meet the needs of individuals and families in their particular communities, to use new teaching techniques and resources, and to evaluate effectiveness of programs. Program planning guidelines, curriculum guides, and some instructional materials are continually being developed in the states to give teachers the needed support for assuming creative leadership in local program planning.

Research in home economics education has been expanding, especially since the Vocational Education Act of 1963, which authorized a special fund for research and development in vocational education. Research studies related to the occupational aspects of home economics may be funded under the provision of Part C, Sec. 131 of the Vocational Education Amendments of 1968. These funds are now available at the state level. We hope that before long funds will also be available for conducting research at the federal level. Studies in curriculum development, evaluation, and teacher education have provided significant findings, instruments, and materials to use in planning more relevant programs for youth and adults and in preparing teachers. Funds from Part F of the Vocational Education Amendments of 1968 have provided support for some studies in consumer and homemaking education. The National Research Conference on Consumer and Homemaking Education, held last year and sponsored by the Center for Research and Leadership Development at Ohio State, outlined a number of significant studies which need to be conducted in order to strengthen programs. The recent "Synthesis of Research in Home Economics Education" compiled by Helen Y. Nelson, which supplements the first edition by Hester Chadderdon and Alyce M. Fanslow, gives us pertinent summaries of research with findings and conclusions helpful in program planning. The ERIC System provides easy access to findings from all recent research. As we are able to identify significant problems for research, find resources for conducting the needed studies, and use the findings for program development and evaluation, we will be certain to build sound programs. The numbers of home economics educators prepared to conduct research have been growing, and in the years 1966-69, 86 doctoral degrees were earned. Those who have earned their master's degrees are well prepared to interpret and use significant findings from research.

In the last four years, 428 individuals earned their master's degrees. We are fortunate to have a continually expanding number of well-prepared professionals to give leadership to program development in home economics education.

I have tried to select information to give you some picture of the status of vocational home economics education. I hope these facts and figures will be helpful to you as we look toward identifying "New Directions in Vocational Home Economics."

TRENDS IN FAMILY LIFE

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Everybody's talking about the changing American family. You probably saw *Look* magazine last week. Everybody, high and low, whatever they know or don't know, has opinions on the American family.

I think it's refreshing at times to test some of these opinions against some of the actual data we have on what's happening in American families. Some things stand up pretty well. On some other things, however, I think we're being carried away by mythologies without foundation in fact. I'd like to talk about three things that you hear all the time about the American family, and what foundation in fact they have.

I suppose the first thing, the thing that you hear the most about, has to do with runaway sexuality. There is some support in fact for it. We are bombarded on all sides by sex, perhaps more than ever before; but really only this year have we been in a position to evaluate the actual changes that have occurred, because, happily, there have been three studies published in this last year that finally tell us where we are. Two of them were 10-year follow-up studies on college campuses. Many of you know that 10 years ago—well, actually in 1958—studies were done at large universities in Pennsylvania, Indiana, and Utah, on the amount of sexual activity among students. In 1968, these studies were repeated. Now, '68 is three years ago already, and my observations are that things have not reversed their direction in those three years. You'd be interested in what was found, I think.

In those ten years, 1958 to 1968, on all three of those campuses, there was a major shift, not in men's behavior—men's behavior was already pretty sexy, and it didn't change very much—but in women's behavior. For example, in the Utah school, whereas 10 percent of the girls admitted that they had had sexual relations in 1958, 32 percent admitted it in 1968.

Now, some people say, "Well, they're just more honest." I'm not prepared to debate that, but it's a definite change, isn't it, if over three times as many are willing to admit that? In Pennsylvania and in Indiana, they started higher, they ended higher. They went from about 30 percent to 50 percent.

Studies that have been done by such disreputable magazines as *Playboy* indicate that the changes are not universal, across the board, in all parts of the country. For example, a *Playboy* survey (which was really a very good survey—you hate to say too many good things about it for fear people will mistake your scholarship) found that there were tremendous geographical differences in how much change there had been in sexual behavior. At San Francisco State, for example, sixty percent of the girls had very positive attitudes toward premarital sex and were sexually active, whereas at the University of Alabama, it was only ten percent. And then there were Bryn Mawr and several others in between, indicating that this movement is not uniform across the country; but it's nevertheless very general.

If you ask yourself why this change—why men haven't changed and why women have changed—I have a point of view I'd like to share with you that you may or may not accept. This is, now, point of view and not data. It seems to me that men and boys have always sexualized each other, have always educated each other. It doesn't take an X movie to turn men's minds to such things. There's a Dirty Arthur in every fifth grade doing his work. I remember my own fifth grade—I think Dirty Arthur in my case started in fourth grade, in fact. He was a very useful person, although despicable; he was also a coward. But he earned his way by telling dirty stories, and his trove of stories is with me yet. I've forgotten all the ones I've heard since, but I was impressionable at the time. And I remember, I learned the facts of life, not from Arthur, but from going home and telling my mother a story that Dirty Arthur had told me, just to demonstrate how dirty Dirty Arthur really was. She asked me, did I know what it meant? I said, Well, yeah, I knew what it meant; and it turned out as I tried to explain it to her I didn't know what it meant, and she explained it to me.

Be that as it may, boys are—have always been, I think—adequately sexualized. But girls typically have had to wait for boys to sexualize them. That is, they don't have nearly the same amount of exposure to sexual matter. Just to give you an example of this, a study was done a couple of years ago at Penn State, in which they showed three different sets of words very rapidly—one-tenth of a second—to undergraduate students, males and females. You don't have time in a tenth of a second to make up your mind what you're going to feel. You just have to respond immediately. These people were wired up for palmar sweat, which is a pretty good measure of emotional response. What they found was that, if you put up words like "home" and "love" and "family" and "street," the needle didn't jump for anybody. Those are nice words, but they didn't get anybody emotionally disturbed. If you put up bad words, four-letter bathroom-wall words, the needle jumped for everybody—guys, girls—those really had impact. But if you put ambiguous words, words that have both a wholesome meaning and a less wholesome meaning, words like "lay" and "make" and "come" and "screw," words that have different interpretations, the needle jumped four times as often with the guys as it did with the girls.

Now, you can't blame that on hormones. That has to be learning, right? It has to be that when a guy sees the word "lay," he doesn't think of chickens—chicks, yes, but not chickens. And the girls' thoughts are more traditional, you see—well, I don't know that the boys' thoughts are any less traditional. There's a long, long tradition of male sexuality. This also indicates that boys have been socialized to accept sexuality—to see the sexual implication, the sexual side, the sexual potential of situations that girls simply do not see, or at least only a fourth as many girls saw.

Another example of that same phenomenon was reported in Kinsey's findings, although Kinsey's findings are a generation old, now, and they often reported data still another generation old. Nevertheless, I think it gives us insight into this difference. For example, very few males ever discovered masturbation for themselves. Most males masturbated, but they all had heard about it first. They heard about it because it was ubiquitous in their culture. People talked about these things. But the majority of females who masturbated figured it out for themselves without any help from anybody. In fact, many of them didn't even think of it as sexual behavior; it was just a sort of solitary solace that was no more sexual in its connotations to them than biting a fingernail or, you know, rocking in a swing or something. Freud might find sexual connotation in those, but your average unsophisticated girl did not. Now, that just couldn't happen in a male society, you see. In the male subculture, the sexual potential of everything, let alone masturbation, is made very explicit, very ready. Girls were—I think "protected" might be the wrong word, but at least they were not exposed to the same level of interaction.

This is not true any more. I think we have a mass culture now where males and females are exposed to sexual stimuli, sexual connotations. Children, I think, just cannot grow to a man's estate—a woman's estate, either—without being sexualized today more than they were before. And as I say, this does not seem to have any effect on men, who were already adequately sexualized, thank you. But it does seem to have a real effect on women. Not only are they having more sexual relations, but the two studies that compared the 10-year period found that, whereas 60 percent of the women in 1958 who had premarital sexual relations felt that they had gone too far, or they were uncomfortable with their behavior, 10 years later, in the 1968 group, only 30 percent felt uncomfortable. More girls had had premarital sexual relations—and only half as many, 30 percent, thought that this was something that they ought to feel awkward about or regretful about.

So behavior has changed, attitudes have changed; and they've changed mostly with women. And they have changed, in my judgment, partly because of the mass culture's equalizing the exposure of men and women to sexualizing influences. Moreover, there has been a shift in the emphasis of our whole secular philosophy—and religious philosophy too.

Oversimplifying, we can say that in terms of major value stances in our world, there is one value stance which is derived from authority, from the authority of God because God knows, what's best for man, and from the authority of culture because our ancestors have, through trial and error, discovered what is human nature and what is best for man, what is good and what is right and what brings true happiness. This point of view, whether it's based on religious faith or whether it's based on simple confidence in the human experience, makes some people know what's right. They know which is north, they know which end is up. They're sure, and they know it's right because of some authoritative source that they have confidence in that lets them know what's right. And you commonly hear in such groups words like "faith," like "patriotism," where institutions that represent traditional values—the home, the school, the church, the nation—are seen as very important for everybody. The individual ought to support them because they in turn support his happiness, liberties, opportunities, and so on. Not only the over-30s hold that value. All national surveys find that actually a majority of young people still have loyalties of this type. And yet there has been a shift, certainly, towards one of the other two types.

The next major value stance is what's called "situational ethics." That's where you have a couple of underlying assumptions—that man is good, that the ultimate reverence should be for life, and that you make a judgment about behavior not in terms of what it does for institutions, but in terms of what it does for the I-Thou, the loving relationship, your responsibility for yourself and for another. You might come to different conclusions with that morality. One person might say, "A war can be justified if it supports institutions that I value." Another person says, "Yes, but in a war the loving thing is that responsible behavior to other human beings; if life is the ultimate value, then you'd be against a war." Or in sexual relations one person might say, "Is it right? Is it legal? Does the church support it? Would my parents be disappointed if I did this?" Those are traditional values that are based on an authority structure. In the situational ethic, you say, "Is this situation or our relationship going to be enhanced? Is it a loving thing to do? Is it a responsible thing to do?" You don't ask "Is it a right thing to do?" in the sense of some authoritarian definition.

A third value system might be called radical existentialism. You say, "If it expands my sense of myself, my sense of reality, if it's a growing experience, if it's an intense experience, if it awakens levels of sentience in me that I didn't have before, if it turns me on, if it enlarges my perspective, if it gives me new experience, then that's a useful thing, a good thing." A person would judge an experience according to whether it had those qualities. The drug culture would be one example. A drug would be evaluated in terms of what it does for me, what it turns me on to, what it makes me feel. The radical existentialist would say, "Don't knock it if you haven't tried it." "Let everybody do his own thing." "It's his bag." "It's my bag." "Nobody can tell me

what to do." I might point out that this is not a new value. Anybody who has sat in a concert and enjoyed it is a radical existentialist to that extent, because there's nothing productive about a concert. It's pure sensation. You may sit and listen to Stravinsky or Beethoven and turn on and find it exciting and worthwhile on its own; or visit an art museum because of the beauty that's in it, because of the experience that's in it. This is a very old, old philosophy—the good, the true and the beautiful. These are existential notions. The youth have not invented them at all, but they've certainly put their own stamp upon them, and they have become a very major note in the chord of our value system.

I think that helps to account for what's happened in sexual behavior. A girl who is trying to decide whether or not to have sexual relations with her boyfriend has alternative values to choose from. She not only has to choose whether she's going to be good or bad, she can choose whether she's going to be good this way or good that way or good this way—and *good* means something different in each case. In the first case it means good according to some standard that is external to herself; the other means good in the sense of "what I'm doing is good for him and good for me and good for our relationship"; and the other is good in the sense that it's a good experience; "I'm technically proficient enough that the experience is a good one."

And if you have those alternatives to choose from, you get more people choosing to behave in that particular way.

Now, the second area in which people are finding great changes is in attitudes toward marriage. I hear young people and old people saying that marriage is on the way out and families are on the way out; that we'll be living in communes and experimental groups. I heard a man on my own campus just recently saying that he thought that in fewer and fewer cases will marriage be the unit for adults in the future, two people living together, and more and more it will be three people living together, four people, five people living together, in much more complex arrangements than we now have. This man feels that the *Harrod Experiment*—a book that I'm sure you're aware of—has really tapped a major facility of people and their ability to love more widely, to be more flexible.

I would like to report what the data is on this. We've just again this year had published data on people who are living together without getting married in colleges, on people who are swinging couples.—who belong to swing clubs or who swing more informally—and on communes, where people live together for various reasons, in extended family relationships.

Let me talk about the communes first. There has been enormous research interest in communes in the last two years, and there have been a couple of national conventions of people interested in communes and participating in them. Now, you'll be interested to know, I think all home economists would be interested to know, that when communes fail—and 90 percent of them do fail—they don't fail over who

sleeps with whom. They fail over whose turn it is to do the dishes. "Why in the hell should I do the dishes? What are you? Some kind of male chauvinist?" "You think that just because you're a male you get to do that and I get to do this? Well, I'm tired of doing that, and I don't intend to do it." "Yeah, well, I think you can just sit there and rot, as far as I'm concerned." "Well, you can rot as far as I'm concerned too." And eventually, people can't stand the stink and they leave. It literally is the division of labor that causes the most trouble. The only communes that survive are committed to something outside of themselves. It may be a religious principle. For example, lay Catholic communes have been thriving. It could be a Marxist group. There's a Marxist cell at Purdue with a very well established commune that's been going now for about twenty years. The communes which survive are those which have a purpose beyond just being together. The ones where they just think it would be groovy to live together and share things and have a good experience don't last. In fact, their half-life is well under 18 months. And do you know what people drop out into when they drop out of communes? Marriage, that's what they drop out into.

Now, let's turn to the arrangement. The arrangement is when you live together but you don't get married. That's very common among college students. On the college campuses, there has been less supervision of young women, primarily, and more opportunity to live in the town in apartments. I know that at Penn State as they gave 24-hour dormitory visiting privileges, the amount of sex did not increase, but the amount of sex in the dormitories did. What happened was that the girls used to go home, where, when they got rid of their folks, they had a place to have sex. Now they don't have to go home on the weekends any more. It sounds as though the boys at Penn State are getting more sex from Penn State girls than they used to, because the girls used to go home to their old boyfriends, and now they make out during the week. But in any case, patterns have changed much more openly: people live together.

Would you care to know what the half-life of the arrangement is? It's also well under two years. And what do people in the arrangement drop out into? Marriage. That's right. The girls say things like, "Well, you love me, don't you?" And he says, "You know I love you. Would I be living with you if I didn't love you?" She says, "Oh, well, that's the way I feel about it too. I love you. Honey, it wouldn't hurt anything if we got married, would it?" "What do you want to get married for? We love each other, don't we?" "Yes, we love each other." "What would it help to be—you don't want to stay together if we're not in love, do you?" "No, I don't want to stay together if we're not in love." "Then what do you want to get married for?" "Well, it wouldn't hurt anything."

You will be interested to know that in 1969, we had the highest rate of marriage—not just the largest number, because the population has gone up, but the highest marriage rate of any year since 1946. And you know what happened in 1946. All the boys came home and all the people who had backlogs of marriages got married; the next year was when the divorces hit the high. You remember that.

But the rate of people who get married has been increasing. The rate of marriage has been increasing every year in the 1960s. And anybody who tells you that marriage is for the past, that it's an outworn tradition, has a right to say it, but he has no right to have you believe it until he can show some statistics that people aren't getting married.

What seems to be happening is that the new antimarriage attitudes have effect for about two years in later adolescence. But young people were socialized as children in families. And when it finally comes right down to it—after all the talk they do about living in sixes and fours and threes and so on—they finally end up in an arrangement which after all wasn't invented recently and seems to be going to be around for a long time—because it's such a sensible arrangement, you see. You don't have to be even happy with each other to stay married. Super found that people could quarrel and fight and hate each other, not speak to each other, and still have no intentions in the world of getting divorced. If you ask them why, it's because, well, as one woman said, "After I've spent the best fifteen years of my life in this marriage, I should let him marry some young chick? Damned if I will." That's not a very noble sentiment, but none of them wanted to give up the married way of life. They didn't want to give up their home; they didn't want to break up their family. They had made arrangements.

Now, people do get divorced. How many of these people who are getting married are going to get divorced? Oh, about 40 percent. But do you know who gets married quickest, among, say, 35-year-old women who are unmarried? If you classify them into single never-been-married women, widowed women, and divorced women, would you care to guess who gets married first? The divorced. That's absolutely right. They're not against marriage; they're just against that SOB that they got married to. That's a very different thing. Marriage itself is still the pattern of 95 percent of Americans. That is, by age 40, 95 percent of Americans have done it; they've gotten married at least once. And anything 95 percent of the people do can't be on the way out in any very important way, it seems to me.

Now, let me say something about swinging. They've studied swing clubs, couples who get together to trade partners. And would you care to guess what the half-life of a swing club is? It's a little under two years. There seems to be something about that two years; it takes about two years for people to discover that that's really not where it's at. It's not a very satisfactory arrangement as a permanent way of life; it's merely an interesting fling and an interesting adventure. And do you know what people drop out into when they drop out of swing clubs? Their own marriages, that's what they drop out into. That speaks for a certain resiliency of this institution called marriage.

I'd like to say just a couple of words about the

population explosion, a third aspect of American family life that people are talking about.

It's true that we're still not at zero population growth in the United States. It is not true that that's because of the high rate of births that we're having. The rate of births right now is the lowest it has ever been in the entire history of the United States. It's lower than in the depths of the Depression. In 1939, it was 18.9. Last year it was 17.1. Now, that's not a very impressive birth rate. It's among the lower birth rates in the world.

The reason we're having children now is because there were lots and lots of babies born a generation ago who are now getting married, and when you have a lot of people getting married, you have a lot of people having babies. But they're not having very many babies. They're having the number of babies that would be consistent with the zero population growth, in fact.

I was in Eastern Europe last summer, and there they just laugh at you if you talk about the problem of the population explosion, because in Czechoslovakia, for example, they have a reproduction rate of 1.8. That means, every two people have 1.8 children. It doesn't take any mathematician to figure out that if there are two people that have on the average 1.8 children, that they're not reproducing themselves. And they're desperate about it. They're actually desperate about it. In Hungary, there are more pregnancies ending in abortion than there are live births. In Russia, a study was done in 1969 that followed 20,000 Moscow women for five years, and they found that about 90 percent had a pregnancy that ended in live birth, during those five years—at least one. That's pretty good; that's about the 10 percent that are infertile or the same 10 percent that didn't have a live birth there as everywhere. But for second pregnancies, over half ended in abortion. Only 40 percent had a live birth for the second pregnancy. For third pregnancies in the five years, it was just a miniscule number which resulted in a live birth. They're not reproducing themselves, either. They just don't even talk with us if we talk about population explosion.

Japan has stabilized its population. Zero population growth. And as abortions grow in our country we will reach it too. My own guess is that we have fallen into the trap of projecting a curve—you know, we talk about the year 2031 when we're all going to be standing withered cheek by shrunken jowl, you know, shoulder to shoulder on some excavated-from-the-sea land. It reminds me of all the predictions that were made 30 years ago. Some of us here are old enough to remember that during the Depression it was predicted that we were all going to destroy ourselves because we weren't reproducing. Now we have a lower birth rate than we had in the Depression. Some of you may know that the famous Louis Terman, who did all the work on intelligence and marriage, predicted in 1939 that by 1955 there would no longer be any virgins left to come to the altar. Now, things may have changed, but they haven't changed that much. There's a lot of work to be done before that is achieved. People are projecting into the future what's happening today, straight on, straight on. It's a straight projection.

My dear old stepfather was sure we were going to have a depression in the 1940s that would make the 1930s look like prosperity. He was just waiting for it—just sitting around waiting for the country to collapse. And it didn't collapse. We had a couple of recessions: "This is it." No; the 1950s came, and a couple of bad recessions. No, that wasn't it. 1960's—"Maybe this will be it, you know." My point is that projections from where we've been to where we're going are a very dumb way to predict the future. As a family life educator, I think it's wise not to get panicked by data that might be true of India. You know, it may be true that in Africa and South America they really have population problems. But it's not true to me that hysteria is in order in our own culture; and I get a little upset sometimes at the non-scientific and non-rational emotionalism that surrounds this notion. One of the best things about data is that it's an equalizer with emotion. I think it's well to know that there are changes occurring in our society. There are changes occurring in the family. But it's sheer yellow journalism to project either the end of the world or the end of the family based on this tough old self-regulating institution that's been going for such a very long time—the human race.

RECOMMENDATIONS FOR ACTION FROM DISCUSSION GROUPS

High School Homemaking Teachers

Leader: HAZEL CRAIN, Lincoln, Nebraska
Recorder: RUTH DANTZLER, Columbia, South Carolina
Facilitator: LILLIAN SPENCER, Ft. Pierce, Florida
Listener-Reactor: MARGARET DEWAR, Syracuse, New York

Course Content:

1. Plan programs around human development, shelter and environment, clothing, and foods.
2. Interrelate units or areas.
3. Coordinate skill and theory so as to provide sense of unity.
4. Keep beauty, creativeness in the program.
5. Teach more life skills.
6. Build in occupational work.

Organization:

1. Introduce mini- or condensed courses.
2. Provide for team teaching within home economics and other areas.
3. Work on materials such as learning packets on a national basis.
4. Examine woman's role in regard to gainful employment.
5. Work with community agencies.
6. Involve more people on the local scene.

Materials:

1. Develop more learning packets.
2. Support group involvements in curriculum development.

3. Have a central clearinghouse of materials.

Communications:

1. Do a better job of public relations with counselors, school, and community.
2. Adjust to youth and their problems.
3. Expand our communications—report conference to students, principals, etc.
4. Let congressmen know your needs.
5. Involve people in our professional groups and in-service situations.

Occupational Teachers and Supervisors

Leader: MARY LYNN KREUZ, Athens, Georgia
Recorder: BETTYE TURNER, Tuskegee, Alabama
Facilitator: FLORA CONGER, Atlanta, Georgia
Listener-Reactor: PEARL WHEATON, Pullman, Washington

1. Assist teacher trainer institutions to take a look at what they are doing to train teachers for occupational home economics.
2. Consider conducting a survey to find out:
   a. The types of programs that are in operation for occupational home economics.
   b. Programs for training teachers of occupational home economics at college level.
3. Encourage research to use funds provided under Part C, Section 131 of the Vocational Education Amendments of 1968 and to conduct research in all areas of occupational home economics.
4. Emphasize occupational home economies from kindergarten through adult levels.
5. Share materials developed in the various states.
6. Use the "problem centered curriculum" as a means of teaching the disadvantaged (the migrant worker in this case).
7. Hold a national meeting to explore these topics:
   a. Identification of home economics related occupations for which training should be offered.
   b. Pre-service and in-service needs for the education and training of wage-earning teachers.
   c. Certification of occupational home economics teachers.
   d. Curriculum development.
   e. Implementation of the various types of wage earning programs.
   f. Recruitment and selection of students.
   g. Instructional materials needed which are pertinent to this program.
   h. Evaluation, accountability and assessment.
   i. Other items of concern to this group, including further clarification pertaining to the HERO-FHA and its purposes.
8. Develop a list of personnel in each state who are responsible for occupational education.

State Supervisors

Leader: RUTH STOVALL, Montgomery, Alabama
Recorder: MAJORE LOVERING, Bismarck, North Dakota
Facilitator: MYRNA CRABTREE, Trenton, New Jersey
Listener-Reactor: MARGARET BRIGGS, New York New York

1. Accept the term "new dimensions" for the process of redefining the purposes and scope of home economics.
2. Reaffirm the contribution of home economics to the improvement of the quality of life, including individual and family living "from cradle to grave."
3. Organize efforts to identify, achieve and make visible the contribution of home economics to meeting human and occupational needs in a changing society.
4. Intensify efforts to recognize and develop Future Homemakers of America as an integral part of the instructional program of home economics education.
5. Renew effort to motivate teachers to become acquainted with needs of homes and families; devise ways this can be accomplished.
6. Explore ways of working more effectively with the well-being of individuals and families.
7. Concentrate on helping teachers develop programs which will prepare students for the dual role of homemaking and wage earning.
8. Expand home economics to provide more emphasis on living skills for postsecondary, adult levels and adults in basic education.
9. Evaluate, expand and adapt secondary home economics curricula to meet needs of all youth and adults.
10. Launch an all-out effort to help teachers understand those areas of the program that are less familiar to the public.
11. Make funds available to provide more leadership from regional and national levels.
12. Be more supportive of applied research.
13. As home economics educators, provide leadership to identify the kinds of paraprofessionals needed and how they fit into the career ladder.
14. Plan and make a concerted effort, through AVA and AHEA, to inform congressmen, administrators, and the public of the contribution of home economics in order to assure continued funding.
15. Give support to junior and community colleges in planning and implementing home economics in these schools.
16. Hold a concentrated workshop for state supervisors to help them implement programs of new dimensions in both occupational and consumer homemaking education to be held.
17. Involve youth in some way at all levels

of program planning.

18. Study and develop some criteria for minimum qualifications for teachers in occupational home economics.

Local Supervisors

Leader: MARY ELIZABETH WHITE, Atlanta, Georgia
Recorder: RUTH WHEELER, Evanston, Illinois
Facilitator: JOYCE TERRASS, Lafayette, Indiana
Listener-Reactor: XENIA FANE, Brooklyn, New York

1. Promote home economics K-12, with special emphasis on K-6, in addition to what we already have.
2. Exchange information about curricular development—add addresses to roster of this conference.
3. Meet needs of student by taking home economics programs to students and adults (mobile units, extended day, etc.).
4. Continue trend toward use of trained aides to work with schools and local community groups.
5. Take another look at what we are doing in light of changes (social and other) with continuous evaluation.
6. Work toward bringing home economics together and work toward a common understanding of terms (career development, vocational, consumer and homemaking or whatever). This is all home economics.
   a. Work through the particular set-up of our own states.
   b. Inform our congressmen (via bulletins, newsletters, etc.) of what we are doing; they send us their bulletins.
7. Share program follow-up studies and evaluation structures.
8. Keep congressmen informed of our activities and also of our problems.
9. Report general home economics to U.S. Office of Education—not just vocational home economics.
10. Extend funding to general home economics and combine the two areas.
11. Recognize need for long-term follow-up of students trained in HERO (Cleveland is doing a five-year follow-up of occupational programs—federally funded).
12. See that curriculum updating is relevant and realistic and that it includes orientation to world of work.

Teacher Educators In-service and Pre-service

Leader: EVA ADAMS, Newark, Delaware
Recorder: PEGGY BROWN, Ft. Collins, Colorado
Facilitator: NANCY GRAHAM, Tucson, Arizona
Listener-Reactor: IRENE VON CSEH, New York, New York

In-service:

1. State and national organizations cooperate to develop opportunities for teachers to know life styles other than their own by a) live-in work experiences, b) school exchange programs, or c) visitation

opportunities. Orientation and interpretation support should be provided. Such experience might be provided as an internship and federal funds used for a per diem stipend or cost of living scholarship.

2. State and national organizations work out strategies for bringing people now doing jobs using home economics knowledge and skills to assist in teaching these skills and in wage-earning program development.
3. National and/or state organizations find means to issue newsletters to keep teachers informed of pertinent legislation with analysis of its possible effects on wage-earning and regular secondary adult and postsecondary home economics programs, as well as teacher education.
4. In-service workshops on FHA and occupational programs be provided through state and national leadership.
5. Promote exchange of ideas for initiating programs cooperatively with welfare departments and other community groups.
6. Develop workshops or other means to help more home economics educators learn to use the mass media more effectively.
7. Promote information about the recognition of innovative teacher education programs as well as secondary, postsecondary and adult education programs.
8. Develop procedures and criteria for teacher education programs.
9. How do we teach people to "manage change?" Specific analysis of processes and appropriate "how to" experiences are needed.

Pre-service:

1. Find ways to broaden pre-service field experiences.
   a. Give credit for work experience during undergraduate programs.
   b. Encourage a greater variety of school observations prior to and/or following student teaching.
   c. Arrange for cooperative experiences for student teachers with a variety of community agencies such as special education, adult education programs, parent education classes. Some of these experiences might contribute toward subject matter areas as well as teacher education objectives.
   d. Make other life styles real to student teachers by live-in and community experiences, to supplement reading, films, etc., that may also contribute to this goal.
2. Provide students with real opportunity to participate in planning and evaluating their college courses.

3. Develop learning packets and other kinds of individualized instruction for teacher education courses.
4. Operate methods class on FHA principles.
5. Develop pre- or post-degree short course experiences. Areas needing special support which might be more meaningful in intensive blocks of time close to actual job experience are FHA and occupational classes.
6. Consider an optional five-year teacher preparation program which would include internship in wage-earning programs and/or other specialized teaching.
7. Use students' own experiences more realistically at an earlier level to develop creative problem-centered teacher education curriculum.
8. Provide greater variety in home management experiences– more options that are more varied, more realistic to meet different goals and objectives than traditional "gracious living" home management house experiences. Give credit to students who use their own apartment living and marriage experiences to meet specific educational objectives. Find live-in and simulation experiences with different life styles and management problems.
9. Experiment with and share ideas among schools about use of microteaching, videotape evaluation of student teaching experiences, etc.
10. Train students to be good observers and evaluators as experiences are diversified and individualized.

Teacher Educators: Research

Leader: BEVERLY CRABTREE, Columbia, Missouri
Recorder: DORCAS CARTER, Cheyney, Pennsylvania
Facilitator: HELEN NELSON, Ithaca, New York
Listener-Reactor: SHIRLEY KREUTZ, Lincoln, Nebraska

1. Develop a publication to report research in a manner usable by teachers.
2. Include as ideas for research:
   a. Determining how to get teachers involved in change.
   b. Problem-centered situations versus subject matter areas in curriculum planning.
   c. Field experiences versus student teaching.
   d. Teacher education programs based on needed competencies of teachers.
   e. Student involvement in planning curricula.
   f. FHA as the focus of home economics curriculum.
   g. Contributions of FHA to leadership expertise.
   h. Competencies of paraprofessionals.
   i. Professional commitment.
   j. Life-styles of women.
3. Determine priorities for research and distribute a list.
4. Conduct more cooperative research, perhaps in regions.

SUMMARY REPORT OF THE CONFERENCE

ALEENE CROSS
Conference Chairman

Are there new directions that persons in vocational home economics can and should pursue? The consensus of the approximately 400 home economists who attended the conference was affirmative and enthusiastic, for the opportunities presented were varied and wide in scope.

The challenge was directed to each participant as an individual professional and as a member representing a state or a school district to identify and pursue his or her own new directions. These directions were more accurately identified as new dimensions which may be achieved through depth, breadth, or a new approach.

The depth dimension may be a deeper commitment to beliefs one already holds. A commitment to action could include listening to people, particularly the young. This means paying attention to what individuals say and perhaps to what they do not say. The listening process provides the clues not only for working with individuals and groups but also for program decisions.

Every professional in vocational home economics must make a deeper commitment to Future Homemakers of America if that organization is to become a truly integral and vital part of programs. FHA must become the focus of programs, the hub of the wheel. This means teacher educators and supervisors must learn more about how to use FHA in this manner before they can help teachers to move realistically in this direction.

A new and deeper commitment should be made to working with other agencies. Hunger, poverty, housing, the working mother, child care, management of family resources are societal concerns of some of these agencies, and vocational home economics educators have the expertise that they can use. The question may be whether there is a willingness to share this knowledge and skill with those agencies seeking assistance.

There also needs to be a renewal of commitment to cooperative research. This may be regional, interdisciplinary, or conducted with other vocational service areas. Whatever the approach, the research should make a difference in programs and in the youth and adults enrolled in vocational home economics.

Depth in curriculum is a direction that has been pursued throughout the years. It is a dimension that

must grow continuously. Currently, the direction could well be problem-centered. The defined areas might be focused on food, housing, and clothing for the family, and on child and family development. Each of these four areas could encompass an occupational as well as a homemaking-consumer dimension. This concept does focus on the dual role of both men and women. Depth in curriculum might also be obtained by providing experiences for students from kindergarten through two years beyond high school.

A wider scope of program offerings is a means of adding breadth to the dimensions of home economics. Increased offerings at the postsecondary and adult levels is a must. This may mean taking the program to the persons who need it by means of community centers or mobile units. All socioeconomic and age levels can be served to some degree by vocational home economics. The legislative emphasis on the handicapped and disadvantaged encourages focusing on the needs of these persons but does not prohibit working with middle class or well-to-do youth and adults.

Teacher preparation programs must have more breadth if teachers are to serve more people in a variety of ways. This goal may be achieved through field experiences working with families, work experience in home economics related occupations, and student teaching in both homemaking and occupational programs. This breadth must also include the Future Homemaker of America component.

The dimension of breadth may also be achieved through programs tailor-made for schools and for individuals. Involvement of students, lay people, and administrators at the local level in a specific school is one suggestion for achieving individualized programs. The teacher who can and is permitted to plan and carry out such programs is perhaps the most important component of tailoring programs to individual needs.

A new direction usually implies a new approach—and there are many such ideas from which to select include techniques and packets, individualized instruction, teacher aides, students' participation in planning, teaching, and evaluating class instruction.

A new direction may involve choosing alternate routes. This often means eliminating in order to add. For example, an occupational course or a family relations class might be added and the number of homemaking-consumer courses might be limited. Such a direction would be determined by the needs of the school and community. It might be ideal if offerings could be added without deleting others, but this is not always possible. Giving may be essential to gaining.

A positive attitude toward home economics and its contribution to today's societal needs is an approach that the conference participants found reinforced during these two days. One speaker said that young people today are seeking new paths. Vocational home economics education personnel hope and expect also to seek new paths that will add depth and breadth to the programs that they direct.

A PERSONAL REACTION TO DISCUSSION GROUPS

MARGARET BRIGGS
Doctoral Student, Teacher's College
Columbia University
New York, New York

Friday afternoon:

One's expectation regarding the objectives of the discussion groups would of course influence one's reactions to them. As the group got underway, there were apparently varying expectations of purpose. Was the session's purpose to express one's concerns about already-established new directions or to make recommendations for positive actions which would set new directions? Perhaps it was the dilemma between dreams and reality. After hearing others' dreams in the opening presentations, I had a mental set of dreams and found myself dissatisfied with the necessity of facing the reality of reacting rather than creating. How much more exciting to have translated those dreams into the very best programs within the scope of our imaginations.

As the session progressed, I began wondering whether I had attended this meeting previously. My conclusion was that I could have been sitting in a meeting shortly after the passage of the Vocational Education Act of 1963. The plot was the same; the villain was different. There was the too-familiar effort to "fit" existing activities into new categories.

However, the session was far from unproductive. Concerns expressed by group members were translated into an imposing list of priorities. Its accomplishment would represent an ambitious undertaking if all priorities were to become long-range goals for state program planning. It would seem that our challenge is to plan realistic next steps which translate these goals into action programs. But perhaps these steps are not enough. I have an uneasy feeling that such translating to action has been done before with perhaps these very same goals. Today's educational and governmental scene, as well as our responsibility to our many publics, mandates our greatest challenge: to plan and implement an essential additional step—that of designing ways and collecting evidence of results as a basis for establishing accountability.

Saturday Morning:

I went to the group discussions feeling a sense of awe at the tremendous pool of brainpower (and womanpower) assembled, and wondering whether that brainpower was being utilized to its potential. Was it not ironic that such a group had assembled to be apprised of new directions? One wondered whether history was repeating itself as we gathered to "highlight new directions" which were perceived as externally determined. One could not help asking whether it is a symptom or a circumstance that home economics educators have been too few among the influencers and decision-makers.

However, the content of the morning discussion caused me to believe that participants left the session with a sense of commitment to action which can

shape future directions—rather than reacting to directions we inherit.

The basis for this heartening sense of commitment was the observation that the recommendations from the groups took on a distinctly political flavor with some actual proposals for political action. If this is a harbinger of a new era of participatory democracy in decision-making, then indeed, "The times, they are a changin'." This "let-me-have-power-over-my-future" stance would seem to indicate some movement since 1963 when we were accused of a somewhat determined effort to cling to the status quo.

FOOTNOTES

THE YEAR 2000 MAY COME EARLY

MYRTLE E. HUNT

[1]Ferdinand Lundberg, *The Coming World Transformation* (Garden City, N.Y.: Doubleday, 1963).

[2]Alvin Toffler, *Future Shock* (New York: Random House, 1970).

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NEW DIMENSIONS FOR HOME ECONOMICS

ELIZABETH M. RAY

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THE AMERICAN WOMAN TODAY

ELIZABETH J. SIMPSON

[1]Viorst, Judith, "It's Hard to Be Hip Over Thirty and Other Tragedies of Married Life," New American Library, Inc., 1970, p. 55.

[2]Kandel, Lenore, "Blues for Sister Sally," *Word Alchemy*, Grove Press, New York, 1967, p. 61.

[3]Toffler, Alvin, "The Future of the Family: Weird and Novel Forms?" *Sunday Star*, Washington, D.C., December 20, 1970, p. B-3.

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